Syllabus of Value Added Courses
As per UGC Curriculum and CBCS Framework for Undergraduate Programmes under NEP 2020
For
Undergraduate Courses (Semester I/II)
In
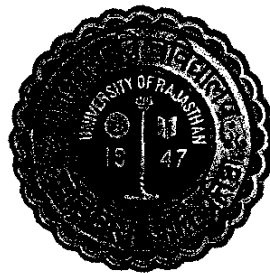# Faculties of Arts/Science/Commerce/Fine Arts/Social Sciences

w.e.f. Academic Session 2023-2024

University of Rajasthan, Jaipur

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List of Value Added Courses
As per NEP-2020
For
Undergraduate Courses (Semester I/II)
In Faculties of Arts/Science/Commerce/Fine Arts/Social Sciences
w.e.f. Academic Session 2023-2024

University of Rajasthan, Jaipur

University of Rajasthan, Jaipur
List of Value Added Courses
As per NEP-2020
For
Undergraduate Courses (Semester I/II)
In Faculties of Arts/Science/Commerce/Fine Arts/Social Sciences
w.e.f. Academic Session 2023-2024

1. Anandam
2. Digital Enhancement
3. Understanding Indian Society & Culture
4. Nutrition for Health and Fitness
5. Geriatric Wellness and Care
6. National Cadet Corps(NCC)-I (Semester-I)
7. Indian Value System ()
8. National Service Scheme (NSS)-I (Semester-I)
9. Financial Literacy
10. National Cadet Corps(NCC)-II (Semester-II)
11. National Service Scheme (NSS)-II(Semester II)

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NEP-2020 based Syllabus
For
Value Added Courses for Semester I and II in UG Programmes
(2 credits/semester for Semester I/II.)
VAC-1

1	Title of course- A n a n d a m		
2	Nodal Department of HEI to run course	Sociology.	
3	Nature of course- Independent/Progressive	No	
4	Number of Seats-	60 students per batch	
5	Course Code-.............	Credits-02(1Theory OR 2Practical Hours per week)	
6	Scheme of Examination Maximum Marks Minimum Marks	Annexure-1 (Attached) 50 20	
7	Is this course is based on Outside Partners/Institutions/Industry/ Govt. Org. etc. ?	Yes	No
8	If Yes, Name of proposed Outside Partners /Institutions /Industry/ Govt. Org. etc.	Any Government Organization and NGOs	

9 Syllabus
- Individual Activities
- Group Activities
- 1 hour lecture per week
- Report of Group Project
- Lecture/Webinar, Interactive Session to be organized in College for students on Anandam Day (Last Working Day of every Month)

Guidelines
- Adopt an area/colony/office to train people about plastic/organic waste disposal.
- Form a group to ensure that injured and sick cows and other animals in your area are taken care of.
- Adopt an area/colony to rectify issues related to water /electricity/ waste disposal/ road safety/pollution, etc.
- Create a book/food/clothes/mobile/equipment bank and distribute it to the needy.
- To Monitor unauthorized cutting of trees and related issues.
- Engage in massive plantation and aforestation programs.
- Adopt local heritage sites or spots of tourist interest and work for its restoration and publicity on tourist guide maps.
- Coordinate with hospitals / NGOs and organise medical check-up camps for children/women in poor localities.
- Form drug/alcohol de-addiction help-groups and motivate people.
- Organize Vocational Skill Training Programs in juvenile jails and women homes.
- Form a group to help workers/house maids to make cooperatives for small scale loans.
- Form a group to monitor and resolve eve-teasing/ harassment of women, children and old people.
- Form a group to restore and publicise local art-forms like weaving/ dyeing, maandna, folk songs, old manuscripts, etc

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- Form age/gender specific groups for collective yoga/meditation in a community, society, hostel, etc.
- Form a group to restore wells/step wells/ponds or other similar water sources.
- Form a group to motivate people to employ rain water harvesting and solar energy harvesting techniques.
- Form a group to maintain a public garden/park for the residents of a particular area.
- To train youngsters about computer programming and apps.
- Engage in " Beti Bachao Beti Padhao" programs for over all development and empowerment of girl child in your locality.
- Innovate/Design Simple technology using local resources that saves labour time of labourers and poor farmers and impacts their lives positively.
- E-literacy programs, to help organizations/individuals with email and websites, etc.
- Time giving activities to adopted communities for spreading awareness regarding Govt. programmes/Schemes.
- Sports activities like yoga, meditation, drills and physical exercises in adopted areas
- Spread awareness about dental care, first-aid training, etc.
- Form group for attending to old people to assist them for market and groceries, etc.

Annexure-1

Examination Scheme:

Programme Evaluation Methods:

S.No.	Parameters	Max. Marks
1	Entries in Daily Diary	05
2	Synopsis of Project	10
3	Participation in Anandam Day (Last working day of every month)	10
4	Report of Group Project	25
	Total	50

Evaluation of Group Projects (25 Marks)

S.No.	Parameters	Max. Marks
1	Presentation/Video/Photographs submitted with Report	05
2	Media Report of Certificate from Govt. Organization/NGO/Community Forum/ Social Organisation Etc.	10
3	Challenging Issues / Problem Solving/ Innovation addressed in Project Report	10
	Total	25

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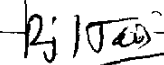(Academic)
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NEP-2020 based Syllabus
For
Value Added Courses for Semester I and II in UG Programmes
(2 Credits/ semester for Semester I and II)
VAC-2

1	Title of course-Digital Enhancement	
2	Nodal Department of HEIto runcourse	All College Units
3	Broad Area/Sector-	ICT Tools
4	Number of Seats-	60 students per batch
5	CourseCode-…………..	Credits-02(4 Hours per week)- Presentations/ Demonstration and Group Activity
6	Scheme of Examination Maximum Marks :50 Minimum Marks: 20	Internal Assessment : 10 Marks EoSE : 40 marks , Duration: 2 hours Exam pattern : MCQ , 80 questions. The responsibility of conducting and evaluating the Mid Semester Assessment is vested on the teacher designated as Course Coordinator. The End-Semester Examination shall be conducted by the concerned University.
7	Is this course is based on Outside Partners/ Institutions/ Industry/ Govt. Org. etc. ?	Yes No
8	Syllabus outlines Unit I : Digital Inclusion and Empowerment Unit II : Communication and Collaboration in the Cyberspace Unit III : Towards safe and Secure Cyberspace Unit IV : Ethical Issues in Digital Word	

- The course should be conducted in an interactive mode through demonstration, using appropriate ICT tools.
- Conduct workshops on e-services initiated under Digital India and Govt. of Rajasthan..
- Spread digital literacy/awareness amongst the vulnerable groups and marginalized sections of the society like street vendors, domestic help, security guards, senior citizens.
- Students will take up team activities/ projects exploring digital services in the areas such as education, health, planning, farming, security, cyber security, financial inclusion, and justice, e-Kranti.
- Any other Practical/ Practice as decided from time to time.

Unit wise Details of the Value Added Course

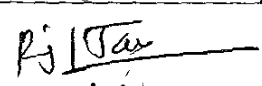| Particulars	Presentations cum Practice Hours with individual and group activity. (30×2=60)
Unit I: Digital inclusion and Digital Empowerment	20
• Needs and challenges • Vision of Digital India: DigiLocker, E-Hospitals, e-Pathshala, BHIM, Swayam Portal, e-Kranti (Electronic Delivery of Services), e-Health Campaigns. Digital Signature. • Public utility portals of Govt. of India such as RTI, Health, Finance, Education, SSO-ID.	

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Unit II: Communication and Collaboration in the Cyberspace	16
• Electronic Communication: electronic mail, blogs, social media tools • Collaborative Digital platforms • Tools/platforms for online learning • Collaboration using files haring, messaging, video conferencing	
Unit III: Digital Safety Measurement Tools.	16
• Online security and privacy • Threats in the digital world: Various forms of Viruses, Data breach and Cyber Attacks • Blockchain Technology • Security Initiatives by the Gov tof India	
Unit IV: Ethical Issues in Digital World	8
• Emerging Technologies: Overview of Cloud Computing, • Big Data, Internet of things, Virtual reality, Robotics, Artificial intelligence, • 3-D Printing, Future of digital technologies.	
Total	**60 hours**
Requisite: Basic knowledge of Computer Applications.	

Suggested Books/References/Weblinks(if available)

(a)	Books:	**Essential Readings / Online Resources** • Rodney Jones and Christopher Hafner. "Understanding digital Literacies: A PracticalIntroduction" Routledge Books, 2nd edition, 2021. • M.Swan, "Blockchain: Blueprint for a new economy, O'Reilly Media,2015. • K.Chandrasekhran, "Essential of Cloud Computing", CRC Press, 2014 • P.Kumar et al.,"Emerging Technologies in Computing: Theory, Practice and Advances, CRC Press, Routledge, Taylor & Francis Group, , IstEdn, 2021. • https://www.digitalindia.gov.in • https://www.digilocker.gov.in • https://www.cybercrime.gov.in • https://www.cybersafeindia.in • https://www.meity.gov.in/cyber-surakshit-bharat-programme
(b)	References:	**Suggested Readings** • David Sutton. "Cyber security: A practitioner's guide", BCS Learning & Development Limited, UK, 2017. • https://www.mha.gov.in/document/downloads/cyber-safety-handbook

Programme Specific Outcome(As per the directions of UGC Framework for UG Programmes) • Digital enhancement programs wil provide streamline processes and automate tasks, leading to increased operational efficiency. By understanding and learning about learning digital tools and technologies and optimize the workflows willreduce human error. • To empower individuals to work more productively. With access to digital tools, automation, and collaboration platforms, employees can streamline their work, enhance communication and collaboration, and achieve higher levels of productivity. • Digital enhancement programs often involve upskilling and reskilling individual to adapt to new technologies and work practices. By training of digital activities one can work fast with efficiency. Enhancing digital literacy, and foster a culture of continuous learning will be developed in the student.

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NEP-2020 based Syllabus
For
Value Added Courses for Semester I and II in UG Programmes
(2 credits/ semester for Semester I, II.)
VAC-3

1	Title of course- **Understanding Indian Society and Culture**	
2	Nodal Department of HEI to run course	History
3	Broad Area/Sector-	Indian History
4	Number of Seats-	All students
5	Course Code-..............	Credits- 02 (2 Theory Hours per week)
6	**Scheme of Examination** Maximum Marks :50 Minimum Marks: 20	Internal Assessment: 10 Marks EoSE : 40 marks, Duration: 2 Hours Exam pattern: MCQ , 80 questions The responsibility of conducting and evaluating the Mid Semester Assessment is vested on the teacher designated as Course Coordinator. The End-Semester Examination shall be conducted by the concerned University.
7	**Course Objective:** The objective of this value-added course on the evolution of Indian society isto provides students with a comprehensive understanding of the historical, social, and cultural aspects of early and medieval Indian society. By studying various concepts, institutions, teachings, and artistic expressions, students will gain insights into the evolution of Indian society and its impact on contemporary culture. The course aims to foster critical thinking, cultural appreciation, and a deeper understanding of the roots of Indian civilization.	
8	**Syllabus/ Guidelines** UNIT I : Spiritual Concepts and Institutions UNIT II : Social and Political Ideas UNIT III : Styles of Architecture UNIT IV : Cultural Synthesis	

Unit wise Details of the Value Added Course

Unit	Title of Unit	Course Content	Theory Hours	Practical Hours
I	Spiritual Concepts and Institutions	*varna, ashrama, purushartha,* and *samskaras.* Teachings of Jainism and Buddhism	08	-
II	Social and Political Ideas	Social ideas as depicted in the *Smritis* with special reference to *Manusmriti.* Political Ideas in ancient India with special reference to *Arthashastra*	07	-
III	Styles of Architecture	Temple Architecture Dravida Style Nagar Style Besar Style	07	-
IV	Cultural Synthesis	Indo-Saracenic cultural synthesis- with special reference to art and literature. Development of Mughal Painting.	08	-
		Total Hours	30	-

Suggested Books/References/Web-links(if available)

(1)   S.K. De, U.N. Ghosal et al (ed.): *The Cultural Heritage of India, Vol. II (Itihasas, Puranas, Dharma and other Shastras)*, Ramkrishna Mission, Calcutta, 2nd ed., 1962.

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(2) P.V. Kane: *History of Dharmasastra*, 5 Vols, Bhandarkar Oriental Research Institute, Poona, 2nd ed., 1968-77. (Hindi translation of 5 vols. published by Uttar Pradesh Hindi Sansthan, Lucknow).
(3) P.H. Prabhu :*Hindu Social Organisation*, Popular Prakashan, Bombay, 1940
(4) N.K. Dutta :*Origin and Growth of Caste in India*, Vols. I & II, Combined Reprint, Calcutta, 1986.
(5) Rajbali Pandey :*Hindu Samskara (The Social and Religious Study of the Hindu Sacraments)*, Varanasi (Also in Hindi), 1936
(6) G.C. Pande :*Bharatiya Samaj - Tattvika aur AitihasikaVivechana* (in Hindi), New Delhi, 1994.
(7) Patrick Olivelle :*The Law Code of Manu*, Oxford world Classics, 2009
(8) Ram Sharan Sharma: *Aspects of Political Ideas and Institutions in Ancient India*. Motilal Banrassidas, Delhi, 1959
(9) Charles Hallisey: *Therigatha -- Selected Poems of First Buddhist Women*, Harvard University Press, 2015
(10) Thomas R Trautmann; *Arthashastra -- The Science of Wealth*. Random House India, 2016
(11) J L Mehta *Advanced Study in the History of Medieval India* Vol. 3 Sterling Publication, Delhi, 2018
(12) Sacchidanad Sahay: *Mandir Sthapatya ka Itihas*, Bihar Hindi GranthAkademi, 2013

Course Outcome:

This course aims to give insights into the evolution of Indian society and emphasises the development of critical thinking skills, cultural appreciation, and a deeper understanding of the roots of Indian civilization. By the end of the course, students will be able to analyse and evaluate the factors that shaped Indian society, apply their knowledge to engage in meaningful discussions and demonstrate proficiency in interpreting the historical and cultural aspects of Indian society. Moreover, students will develop a broader perspective on the interconnectedness of early and medieval Indian society with contemporary culture and society.

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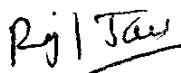### (2 credits/ semester for Semester I, II.)
VAC-4

1	Title of course- **Nutrition for Health and Fitness**	
2	Nodal Department of HFI to run course	Department of Home Science
3	Broad Area/Sector-	Nutrition and Fitness
4	Nature of course - Independent / Progressive	Progressive
5	Number of Seats-	60 students per batch
6	Course Code-…………..	Credits- 02 (2 Theory Hours per week)
7	Programme Objective: The course has been planned to provide the student about basic concept of health, wellness and fitness. The course shall create awareness about the importance of correct dietary and physical activity practices for positive health and wellness. The student shall understand balanced diet and impact of processed foods on health. An understanding of the current health scenario in the country and globally will be imparted	
8	**Scheme of Examination** Maximum Marks :50 Minimum Marks: 20	Internal Assessment: 10 Marks EoSE : 40 marks, Duration: 2 Hours Exam pattern: MCQ , 80 questions The responsibility of conducting and evaluating the Mid Semester Assessment is vested on the teacher designated as Course Coordinator. The End-Semester Examination shall be conducted by the concerned University.

10	Syllabus/ Guidelines Unit I : **Health & Fitness** Unit II : **Nutritional Guidelines** Unit III : **Processed Foods** Unit IV: **Physical Activity and Nutrition**

Unit wise Details of the Value Added Course

Unit	Title of Unit	Course Content	Theory Hours (30)
I	Health & Fitness	• Concept of positive Health and Wellness as per WHO Guidelines • Physical Fitness –definition • Role of Nutrition for Health and Fitness	4 4
II	Nutritional Guidelines	• Balanced Diets and Food Pyramid . • How to plan balanced diets for various age groups • Dietary Goals and Guidelines for Indians (Reference man &woman)	3 4
III	Processed Foods	• Concept of Processed Foods • Impact of Packaged, Ultra-processed and Convenience Foods on Health	3 4
IV	Physical Activity & Nutrition	• Effects on health of Physical Activity and Dietary Habits • Dual Burden of Malnutrition	4 4
		Total Hours	30

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Suggested Books/References/Web-links(if available)

(a)	Books:	(1) M.Swaminathan (2015): Advanced Text Book of Food and Nutrition. Volume I & II. The Bangalore Press, India.
		(2) Ravindra Chadhha &Pulkit Mathur (2015) : Nutrition and Life Cycle Approach. The Orient Blackswan; First Ed.
		(3) Dietary Guidelines for Indians –A Manual (2011) ,NIN, Hyderabad
(b)	References :	https://www.fao.org/3/ca5644en/ca5644en.pdf
		https://www.who.int/news-room/fact-sheets/detail/healthy-diet
(c)	Web-Links:	https://cdn.who.int/media/docs/default-source/health-promotion/framework4wellbeing_16dec22.pdf?sfvrsn=32a0e228_4&download=true
		https://www.nin.res.in/downloads/DietaryGuidelinesforNINwebsite.pdfhttps://apps.who.int/iris/rest/bitstreams/1315866/retrievehttps://ncert.nic.in/textbook/pdf/iehp104.pdf
		https://www.researchgate.net/publication/51711287_Consensus_Physical_Activity_Guidelines_for_Asian_Indianshttps://egyankosh.ac.in/handle/123456789/47981h
		ttps://egyankosh.ac.in/handle/123456789/44151
		https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=NuAs6SreCGryddEfs4kkBA

Programme Outcome
1. Enhancing the basic under standing of nutrition and physical fitness
2. Developing a healthy attitude to wards physical well being
3. Inculcating values of conscious and correct eating habits
4. Awareness generation regarding processed foods and their effects on health & wellness
5. Understanding importance of physical activity and its effect on health &wellness
6. Understanding nutrition and its effect on health and wellness

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NEP-2020 based Syllabus
For
Value Added Courses for Semester I and II in UG Programmes
(2 credits/ semester for Semester I, II.)
VAC-5

1	Title of course- GERIATRIC WELLNESS AND CARE	
2	Nodal Department of HEI to run course	**Department of Home Science**
3	Broad Area/Sector-	HUMAN DEVELOPMENTAND FAMILY STUDIES
4	Nature of course - Independent / Progressive	Progressive
5	Number of Seats-	60 students per batch
6	Course Code-…………..	Credits- 02 (2 Theory Hours per week)
7	**Scheme of Examination** Maximum Marks :50 Minimum Marks: 20	Internal Assessment: 10 Marks EoSE : 40 marks, Duration : 2 hours Exam pattern: MCQ , 80 questions The responsibility of conducting and evaluating the Mid Semester Assessment is vested on the teacher designated as Course Coordinator. The End-Semester Examination shall be conducted by the concerned University.
	Programme Objectives: The course shall give the student an understanding of role of geriatric care assistance and shall equip the student to be an effective care giver. The student shall be understand the importance of the general, medical and psychological problems faced by the elderly and be able to learn about basic first aid for elderly. An understanding of the current health scenario in the country and globally will be imparted.	
8	**Syllabus/ Guidelines** **Unit-1 : Introduction to health care of Geriatric population** **Unit-2 : Introduction to a Geriatric Care Assistant Programme** **Unit- 3 : Personal Hygiene and Health of elderly** **Unit-4 : Basic applied knowledge for Geriatric Care**	

Unit wise Details of the Value Added Course

Unit	Title of Unit	Course Content	Theory Hours	Practical Hours
UNIT-I	Introduction to healthcare of Geriatric population	a) Health care delivery system in India at primary, secondary and tertiary care, Community participation in health care delivery system	4	
		b) Basic medical, psychological and nutrition related terminologies; Issues in Health Care Delivery System in India.	3	
		c) Role of a Geriatric Care Assistant, Do's and Don'ts; Requirements to become a Certified Geriatric Care Assistant	4	

UNIT-II	Introduction to a Geriatric Care Assistants	d) Basics of emergency care and life support skills-Vital signs, first aid and triage	2	
		e) Identifying signs and taking measures for elderly emergency conditions e.g. Stroke, falls, injuries, accidents, cuts, bruises and sprain, Asthma attack, Gastro-Intestinal disorders, Hypothermia and fever, Dental problems,Vision and Hearing problems, Bacterial, fungal, urinary tract infections, Depression and Dementia and any other conditions	5	
UNIT- III	Personal Hygiene and Health of elderly	f) Understanding and procedures of Hygiene and prevention of infection including effective hand washing, bathing, drying, grooming etc	3	
		g) Vaccination protocol against common Infectious diseases: immunization to reduce the health risks for care giver and patients.	3	
UNIT-IV	Basic applied knowledge for Geriatric Care	h) Understanding working systems for geriatric care institutions like hospital and old age Home	2	
		i) Basic first aid for elderly population	2	
		j) Leisure activities for elderly- importance and types of leisure activities	2	
		Total	30	

Suggested Books/References/Web-links(if available)

(a)	Books:	(1) NurseAssistantTrainingTextAmericaRedcross2013 (2) Draft Short Term, Training Curriculum Handbook of General Duty Assistant MOHFW. Govt.of India. (3) Draft of S.TTC Hand book of Hons. Health Aide MOHFN,GOI
(b)	References:	Manual on Geriatric care, MOHFW ,Dept. of Ayush GOI

Programme Outcome
  (1) Understanding the health care in India
  (2) Understanding the role of a Geriatric care Assistant
  (3) Skilled and Trained caretakers for geriatric population

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NEP-2020 based Syllabus
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(2 credits/ semester for Semester I, II.)
VAC-6

1.	Title of course-	NCC-1 (Semester-1)	
2	Nodal Department of HEI to run course	NCC Incharge of University	
3	Broad Area/Sector-	Participation in NCC	
4	Sub Sector-	College NCC Units	
5	Nature of course-Independent/Progressive	Progressive	
6	Number of Seats-	As per Vacancies allotted by DG NCC	
7	Course Code- 04	Credits-02(1Theory & 2 Practical Hours per week)	
8	Scheme of Examination Max Marks... Minimum Marks:	As per SNCCO Sept 2022 (Annexure-2) 50 20	
9	Is this course is based on Outside Partners/Institutions/Industry/ Govt. Org. etc. ?	Yes	No
10	If Yes, Name of proposed Outside Partners/Institutions/Industry/ Govt. Org. etc.	NCC office, Jaipur	

11 **Objective of NCC**

The National Cadet Corps (NCC) is one of the largest youth organizations in India, with a primary objective of developing character, discipline, and leadership qualities among the youth. Established in 1948, the NCC has played a significant role in shaping the future generations of the country. Its core values, such as unity, discipline, and secularism, contribute to fostering national integration and a sense of pride among the cadets.

- The NCC operates under the Ministry of Defence and has a presence in various educational institutions, including schools and colleges. It provides young boys and girls with a platform to develop their personality, physical fitness, and social awareness. The NCC motto, "Unity and Discipline," encapsulates its fundamental principles and the goals it strives to achieve.

- One of the primary objectives of the NCC is to develop leadership qualities among the cadets. Through various training activities, including drill exercises, obstacle courses, and team-building exercises, the NCC instills in its cadets the ability to lead and inspire others. Cadets are taught to make quick decisions, take responsibility, and work in teams. These leadership skills are not only beneficial during the NCC training but also in all aspects of life, be it academics, career, or personal relationships.

- Another crucial objective of the NCC is to foster national integration. India is a diverse nation, with numerous languages, religions, and cultures. The NCC embraces this diversity and promotes a sense of unity among its cadets. Regardless of their background, religion, or region, cadets come together under the common goal of serving the nation. The NCC emphasizes the importance of unity in diversity and encourages cadets to respect and appreciate different cultures and traditions.

- The NCC also aims to create responsible and disciplined citizens. Cadets are required to adhere to a strict code of conduct, which includes punctuality, respect for authority, and ethical behavior. These principles help in molding the character of the cadets and preparing them for the challenges of life. The NCC believes that disciplined individuals contribute positively to society and uphold the values of integrity and honesty.

- Moreover, the NCC plays a vital role in providing cadets with opportunities to engage in social service activities. The organization encourages cadets to actively participate in community development projects, blood donation drives, and environmental conservation initiatives. These activities not only develop a sense of empathy and social responsibility but also nurture a spirit of selflessness and service towards the nation.

- Furthermore, the NCC aims to create a pool of talented and responsible youth who can contribute to the defense services of the country. Many NCC cadets choose to pursue a career in the armed forces or other uniformed services, where they can utilize their skills and training to serve the nation. The NCC provides a strong foundation for such individuals, preparing them physically, mentally, and emotionally for the challenges of these professions.

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12	Syllabus Semester -I
	Total Hours- 15 (Credits-01)
	Practical- 30 Hours (Credits-01)

Unit wise Details of the Value Added Course (Semester-I)

Unit	Title of Unit	Course Content	Theory Hours	Practical Hours
I	NCC General	Aims, Objectives and Org of NCC, Incentives, Duties of NCC Cadets, NCC Camps: Types and Conduct	1 2 1	30
II	National Integration and Awareness	National Integration: Importance and Necessity, Factors affecting National Integration, Unity in Diversity, Threats to National Security	2 1 1 1	
III	Personality Development	Factors, Self-Awareness, Empathy, Critical and Creative Thinking, Decision Making and Problem Solving	1 2	
IV	Social Service and Community Development	Basics of Social Service, Rural Development Programmes, NGO'S, Rural Development Programmes, Contribution of Youth	3	
		Total Hours	15	30

Suggested Books/References/Web-links(if available)
Books:
1. NCC Hand Book
2. Pamela Martinez, Critical Thinking: Decision Making, Problem Solving and Self
3. Development (Effective Strategies That Will Make You Improve Critical Thinking) Carl Patterson, Critical Thinking Skills: Practical Tools for Rational Thinking and Deep Analysis to Boost Your Brainpower. Adopt Logic Strategies to Find Intelligent and Effective Solutions to Challenges
4. P. Gopinadhan Pillai, Rural Development in India

Web-Links:
1. https://indiancc.nic.in
2. https://www.researchgate.net/publication/357839324_NATIONAL_INTEGRATION_OF_INDIA_AND_THE_OBSTACLES_IN_ITS_WAY_STATE_RESPONSE_AND_ITS_REMEDIES
3. https://www.vedantu.com/english/importance-of-national-integration-essay

Programme Specific Outcome(As per the directions of UGC Framework for UG Programmes)

Programme Specific Outcomes (PSOs) are statements that describe what students are expected to know and be able to do by the time they complete a specific program or course of study. In the case of the National Cadet Corps (NCC), the PSOs focus on the unique learning outcomes that cadets should achieve through their participation in the NCC program.

The NCC is a youth organization in many countries, including India, designed to develop character, discipline, and leadership skills among young people. It aims to create a pool of disciplined and motivated youth who can serve as future leaders in various fields. The PSOs of NCC encompass a wide range of skills and qualities that cadets are expected to acquire during their NCC journey.

1. Leadership Skills: One of the primary PSOs of NCC is to develop leadership skills among cadets. Through various training activities, including leadership camps, command tasks, and practical exercises, cadets learn to lead and motivate their peers. They develop qualities like decision-making, effective communication, teamwork, and problem-solving skills, which are essential for effective

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2. **Discipline and Time Management:** NCC instills a sense of discipline and time management in cadets. They learn to follow rules and regulations, maintain punctuality, and develop a strong work ethic. Cadets are taught to manage their time effectively to balance their academic commitments and NCC activities, which helps them become more organized and efficient individuals.

3. **Physical Fitness:** Physical fitness is an important aspect of NCC training. Cadets engage in regular physical activities, including drill exercises, sports, and adventure activities, to enhance their fitness levels. The PSO focuses on improving their endurance, strength, agility, and overall physical well-being.

4. **Social Awareness and Responsibility:** NCC promotes social awareness and a sense of responsibility towards the community and the nation. Cadets are exposed to various social issues and are encouraged to actively participate in social service activities such as cleanliness drives, blood donation camps, and awareness campaigns. They develop empathy, compassion, and a sense of civic duty.

5. **National Integration and Cultural Understanding:** NCC fosters national integration and cultural understanding among cadets. It brings together young people from diverse backgrounds and provides a platform for them to interact and appreciate different cultures, languages, and traditions. Cadets learn to respect and value the rich cultural heritage of their country and develop a sense of unity and brotherhood.

6. **Self-Confidence and Self-Development:** NCC aims to boost the self-confidence and overall personality development of cadets. Through various activities like public speaking, personality development sessions, and exposure to challenging situations, cadets learn to overcome their fears and develop a positive self-image. They gain confidence in their abilities and become more self-assured individuals.

7. **Crisis Management and Disaster Preparedness:** NCC equips cadets with the skills and knowledge necessary to respond effectively in crisis situations and natural disasters. They receive training in first aid, disaster management, and rescue operations. Cadets learn to remain calm under pressure, make quick decisions, and provide assistance to those in need.

8. **Ethics and Values:** NCC emphasizes the importance of ethics, values, and integrity. Cadets are encouraged to uphold moral and ethical principles in all aspects of life. They learn to distinguish between right and wrong, and develop a strong sense of integrity, honesty, and accountability.

9. **Teamwork and Interpersonal Skills:** NCC focuses on developing teamwork and interpersonal skills among cadets. They learn to work collaboratively in a team, respect diversity, and effectively communicate with others. Cadets understand the significance of cooperation and coordination in achieving common goals.

10. **Environmental Awareness and Conservation:** NCC promotes environmental awareness and conservation among cadets. They learn about environmental issues, sustainable
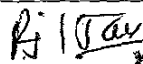
Examination Scheme (Programme Evaluation Methods)

Sr. No.	Parameters	Max Marks
1.	Entries in Daily Diary	05
2.	Synopsis Project - NCC General	10
3.	Participation in NCC training	10
4.	Participation in Social Service and Community Development (SSCD)	25*
	Total	50

*Evaluation of SSCD:

Sr. No.	Parameters	Max Marks
1.	Presentation/Video/Photographs submitted with report	05
2.	Day Significance	10
3.	Participation in Puneet Sagar, Swachch Bharat, quiz, Social Awareness and Jagrukata Rally etc.	10
	Total	25

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University of Rajasthan
NEP-2020 based Syllabus
For
Value Added Courses for Semester I and II in UG Programmes
(2 credits/ semester for Semester I, II.)
VAC-7

1	Title of course - **Indian Value System- Bhāratīya Mūlyamīmāsā-I**	
2	Nodal Department of HEI to run course	Philosophy
3	Broad Area/Sector-	Understanding Indian value System
4	Nature of course - Independent / Progressive	Progressive
5	Number of Seats-	60 students per batch
6	Course Code-…………..	Credits- 02 (2 Theory Hours per week)
7	**Scheme of Examination** Maximum Marks :50 Minimum Marks: 20	Internal Assessment : 10 Marks **EoSE : 40 marks, Duration : 2 Hours** **Exam pattern: MCQ , 80 questions** The responsibility of conducting and evaluating the Mid Semester Assessment is vested on the teacher designated as Course Coordinator. The End-Semester Examination shall be conducted by the concerned University.
8	**Objectives:** The objective behind this course is to introduce to the students, the long tradition, plurality, depth, and perennial nature of Axiology, i.e., Philosophy of Value in classical texts of Indian philosophy	
9	**Syllabus/ Guidelines** **Unit I:** 1. An introduction to the meaning of philosophy and axiology ,i.e. ,philosophy of values. Origins and Nature of Indian Philosophy 2. Ethical concepts in Vedic corpus: Ṛta,Ṛna,Yajna,Śreyas-preyas, Vasudhaiva Kutumba kama 8 Lectures **Unit II:** 3. Puruṣārtha- types and role in holistic development of human life. 4. Upaniṣds: Tyaga and Bhoga (Īṣa),Taittirīya: Pañcakoṣa 8 Lectures **Unit III:** 5. Conception of Dharma- Sādhāraṇa andĀpadDharmaasin: Mahābhārata, Bhagawadgīta, Kaṇāda, Manu 4 Lectures 6. Jaina Ethics: Triratna, Pañca Mahāvrata: Satya-Ahiṁsa-Asteya, Aparigraha, Brahamcarya 4 Lectures **Unit IV:** 7. Niṣkām Karma Yoga of Gītā, Lokasaṁgraha 6 Lectures	

Suggested Books/References/Web-links(if available)

1. I.C.Sharma   :Ethical Philosophiesof India.
2. S.K. Maitra   :TheEthics of theHindus.
3. Surama Dasgupta   :DevelopmentofMoralPhilosophyin India.
4. M. Hiriyanna   :TheIndianConceptionofValues.
5. P.V. Kane   :TheHistoryof DharmasastrasVol.I(Hindi translationavailable)
6. J.N. Sinha   :A Manualof Ethics(Hindi translation available)
7. दिवाकरपांडेय   :भारतीय नीति शास्त्र
8. संगमलाल पांडेय   :नीति दर्शन का सर्वेक्षण

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10. गोविन्दचन्द्र पाण्डेय : मूल्यमीमांसा ईषादर्शनौ उपनिषद, गीताप्रेस
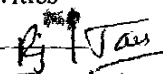
Outcomes:
- Students should get a picture of the history of Indian value system
- Students should be able to understand the basic currents and concepts of classical Indian philosophy of values.
- Students should be able to grasp the fundamental philosophical foundations of Indian value system.
- Students should be able to identify perennial values of Indian culture.
- Students should be able to understand the impact of Indian ethics and philosophy on Indian culture.

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National Education Policy 2020 based syllabus
For
Value added courses for Semester-I and II in UG Programmes
(2 Credits/ semester for I, II semester)
VAC-8

1.	Title of Courses	National Service Scheme (NSS)-1
2.	Nodal Department of HEI to run course	NSS Coordinator of University
3.	Hours	60 Hours per semester
4.	No. of seats	100 students in each NSS unit
5.	Course Code	
6.	Scheme of Examination	Annexure-3 (Attached)
7.	Maximum marks Minimum marks	50 20
8.	In the course is based on outside partners/ Institutions/ Industries/ Govt. organization etc.	Yes / No
9.	If yes, Name of proposed outside partners/ Institutions/ Industries/ Govt. organization etc.	Regional Directorate, National Service Scheme Jaipur, Rajasthan
10.	**National Service Scheme (NSS)** The National Service Scheme (NSS) is an Indian government sector public service program conducted by the Ministry of Youth Affairs [1] and Sports of the Government of India. Popularly known as NSS, the scheme was launched in Gandhiji's Centenary year in 1969. Aimed at developing student's personality through community service, NSS is a voluntary association of young people in Colleges, Universities and at +2 level working for a campus-community (esp. Villages) linkage. **Objectives of NSS:** *The main objectives of National Service Scheme (NSS) are* - understand the community in which they work - understand themselves in relation to their community - identify the needs and problems of the community and involve them in problem-solving - develop among themselves a sense of social and civic responsibility - utilise their knowledge in finding practical solutions to individual and community problems - develop competence required for group-living and sharing of responsibilities - gain skills in mobilising community participation - acquire leadership qualities and democratic attitudes - develop capacity to meet emergencies and natural disasters and - practise national integration and social harmony	
11	**Syllabus Guidelines:** **Theory Weight -15** **Practical/Project-work–30hours+ 15 hours (Project-work, Field Visits/Trainings)** **Unit-01: Introduction to NSS: Origin and concepts of NSS (3)** a) History, philosophy, aims & objectives of NSS b) Emblem, flag, motto, song, badge etc. c) Organizational structure d) Roles and responsibilities of various NSS functionaries **Unit-02: NSS Programmes and Activities (5)** a) Concept of regular activities, One day camps b) Basis of adoption of slum /village, methodology of conducting survey c) Youth development programmes/ schemes of Govt. of India d) Collaboration with different agencies **Unit-03: Understanding demography of adopted Slum (4)** a) Survey to understand various problems in the society b) Awareness programmes (Human rights, cleanliness programme etc.) c) Development of slums through various awareness activities d) Shramdaan	

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—··· ··· know your culture (3)

    a) Heritage and culture of the state
    b) Heritage and culture of the country
    c) Integration Programmes
    d) Youth exchange programmes

Suggested books/ references/ websites

1. NSS Manual
2. https://nss.gov.in
3. yas.nic.in

Programme Specific Outcomes

➢ **Volunteership:** to make students understand the role of a volunteer and need of volunteership in Society.

➢ **Community participation:** Adoption of slum under this scheme is a better way to connect students with the society through which they can understand the society at grass root level

➢ **Youth development:** Various activities undertaken under scheme support overall development of youth, Participation of youth at various District, state, national and international camp supports that.

➢ **Leadership skills:** Promoting volunteership skills amongst students develops leadership skills in them.

➢ **Social awareness:** Activities like blood donation camp, Swachh bharat abhiyan, run for unity, HIV/ AIDS awareness, beti bachao beti padhao, voter awareness etc. builds social awareness among students.

➢ **Social harmony and community development:** Participation of students in community awareness activities promotes better connect with the society and developing understanding and builds harmony.

➢ **Integration:** Various camps like National Integration Camp and Youth Exchange Programmes integrate youth and understand culture.

➢ **Know your culture:** Activities that promote better understanding of heritage and culture is also a major concern of the syllabus.

Annexure-3

Examinations Scheme (Programme Evaluation Methods)

Sr. No.	Parameters	Max Marks
1.	Attendance	5
2.	Entries in Daily diaries	10
3.	Awareness Camps	10
4.	Participation in Social Service and Community Development (SSCD)	*25
	Total	50

* Participation in Social Service and Community Development (SSCD)

Sr. No.	Parameters	Max Marks
1.	Presentation/ Video/ Photographs submitted with Diary	5
2.	Significance of various days	10
3.	Participation in Blood donation, Swachh bharat abhiyan, quiz, social awareness and jagrukta rallies, run for unity, yoga day, voter awareness and similar kind of activities.	10
	Total	25

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National Education Policy 2020 based syllabus
For
Value added courses for Semester-I and II in UG Programmes
(2 Credits/ semester for I, II semester)
VAC-9

1.	Title of Courses	Financial Literacy
2.	Nodal Department of HEI to run course	Department of EAFM
3.	Hours	60 hours
4.	No. of seats	60 students per batch
5.	Course Code _____	Credits-02(4 Hours per week)- Presentations/ Demonstration and Group Activities *
6.	**Scheme of Examination** Maximum Marks :50 Minimum Marks: 20	**Internal Assessment: 10 Marks** **EoSE : 40 marks, Duration: 2 Hours** Exam pattern: MCQ , 80 questions The responsibility of conducting and evaluating the Mid Semester Assessment is vested on the teacher designated as Course Coordinator. The End-Semester Examination shall be conducted by the concerned University.
7.	In the course is based on outside partners/ Institutions/ Industries/ Govt. organization etc.	Yes / No
8.	If yes, Name of proposed outside partners/ Institutions/ Industries/ Govt. organization etc.	-
9.	**Learning Objectives** The Learning objectives of this course are as follows: • Familiarity with different aspects of financial literacy such as savings, investment, taxation, and insurance. • Understand the relevance and process of financial planning • Promote financial well-being	
10.	**Syllabus Guidelines** **UNIT – I Financial Planning and Financial Products** **UNIT – II Banking and Digital Payment** **UNIT – III Investment Planning and Management** **UNIT – IV Personal Tax**	

*Note :
• Total Duration of this course = 15 Weeks
• 2 Lectures of 2 Hours each shall be conducted every Week

Unit wise Details of the Value Added Course
Detailed Syllabys for VAC-10 (FINANCIAL LITERACY)

UNIT – I   Financial Planning and Financial Products   (4 Weeks)
Introduction to Saving : Basics of Savings, Must Need Habit, Essential Component of Good Budgeting, Prevent Financial Emergencies and Uncertainties, Control the Spendings
Time Value of Money: Simple Interest and Compound Interest, Effective Rate of Interest, Annuity, Brief about Present Value and Future Value, Applications, Sinking Fund, Net Present Value (NPV), Compound Annual Growth Rate, Perpetuity
Management of Spending and Financial Discipline: Managing, Controlling and Analyzing the expenses, Brief about Financial Discipline, Key Elements of Financial Discipline

UNIT – II   Banking and Digital Payment   (3 Weeks)
Banking Products and Services: Deposit Accounts, Loan and Advances Accounts, Investment Services, Insurance Schemes, Forex and General Utilities

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Mobile Banking (Immediate Payment Service (IMPS),Real Time Gross Settlement (RTGS),National Electronic Fund Transfer (NEFT)), Unified Payments Interface (UPI) & Bharat Interface for Money (BHIM),Mobile Wallets, Aadhaar Enabled Payment System (AEPS),Unstructured Supplementary Service Data (USSD),E-Rupi,Advantages and Disadvantages of Digital Payments and Transactions

Security and Precautions against Ponzi Schemes and Online Frauds: Security and Control against Cyber Frauds ,Precautions Against Investment Scams and Ponzi Schemes

UNIT – III   Investment Planning and Management   (4 Weeks)

Investment Opportunity and Financial Products: Introduction to Investments and Types of Investments, Return On Investments, Risk and Diversification

Brief about Financial Products: Securities and Stocks, Mutual Funds

Exchange Traded Funds (ETFs) and Index Funds, Bonds, Derivatives

Commodities, Currencies

Insurance Planning and Insurance Schemes: Introduction- Various Types of Insurance: Life Insurance , Non-Life Insurance (Medical Insurance, Fire Insurance, Property Insurance, Motor Insurance, Home Insurance, General Insurance, Travel Insurance

Importance of Insurance Planning

UNIT – IV   Personal Tax   (4 Weeks)

Introduction to Basic Tax Structure in India for Personal Taxation :Basic Concepts of Taxation, Residential Status and Scope of Income, Brief about Heads of Income

Aspects of Personal Tax Planning: Reduction of Tax Liability

Exemptions and Deductions for Individuals: Income Which Does Not Form Part of Total Income, Deduction Under Heads of Income, Deduction from Gross Total Income

e-Filing : Filing of Return of Income, Self-Assessment

Suggested Reading : As per suggested by Department of EAFM, University of Rajasthan, Jaipur.

Learning Outcomes

The Learning outcomes of this Course are as follows:

• Develop proficiency for personal and family financial planning
• Apply the concept of investment planning
• Ability to analyse the banking and insurance products
• Personal Tax Planning

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NEP-2020 based Syllabus
For
Value Added Courses for Semester I and II in UG Programmes
(2 credits/ semester for Semester I, II.)
VAC-10

1.	Title of course-	NCC-2(Semester-II)	
2	Nodal Department of HEI to run course	Dept of NCC (NCC Incharge)	
3	Broad Area/Sector-	University	
4	Sub Sector-	College	
5	Nature of course-Independent/Progressive	Progressive	
	Requisite	Qualified in NCC-I(Semester-I)	
8	Number of Seats-	As per Vacancies allotted by DG NCC	
9	Course Code- 04	Credits-02(1Theory&2 Practical Hours per week)	
10	Scheme of Examination Max Marks... Minimum Marks:	As per SNCCO Sept 2022 (Annexure-4) 50 20	
11	Is this course is based on Outside Partners/Institutions/Industry/ Govt. Org. etc.	Yes	No
12	If Yes, Name of proposed Outside Partners/Institutions/Industry/ Govt. Org. etc.		
13	**Objective of NCC**		

Objective of NCC

The National Cadet Corps (NCC) is one of the largest youth organizations in India, with a primary objective of developing character, discipline, and leadership qualities among the youth. Established in 1948, the NCC has played a significant role in shaping the future generations of the country. Its core values, such as unity, discipline, and secularism, contribute to fostering national integration and a sense of pride among the cadets.

- The NCC operates under the Ministry of Defense and has a presence in various educational institutions, including schools and colleges. It provides young boys and girls with a platform to develop their personality, physical fitness, and social awareness. The NCC motto, "Unity and Discipline," encapsulates its fundamental principles and the goals it strives to achieve.

- One of the primary objectives of the NCC is to develop leadership qualities among the cadets. Through various training activities, including drill exercises, obstacle courses, and team-building exercises, the NCC instills in its cadets the ability to lead and inspire others. Cadets are taught to make quick decisions, take responsibility, and work in teams. These leadership skills are not only beneficial during the NCC training but also in all aspects of life, be it academics, career, or personal relationships.

- Another crucial objective of the NCC is to foster national integration. India is a diverse nation, with numerous languages, religions, and cultures. The NCC embraces this diversity and promotes a sense of unity among its cadets. Regardless of their background, religion, or region, cadets come together under the common goal of serving the nation. The NCC emphasizes the importance of unity in diversity and encourages cadets to respect and appreciate different cultures and traditions.

- The NCC also aims to create responsible and disciplined citizens. Cadets are required to adhere to a strict code of conduct, which includes punctuality, respect for authority, and ethical behavior. These principles help in molding the character of the cadets and preparing them for the challenges of life. The NCC believes that disciplined individuals contribute positively to society and uphold the values of integrity and honesty.

- Moreover, the NCC plays a vital role in providing cadets with opportunities to engage in social service activities. The organization encourages cadets to actively participate in community development projects, blood donation drives, and environmental conservation initiatives. These activities not only develop a sense of empathy and social responsibility but also nurture a spirit of selflessness and service towards the nation.

14	Syllabus Semester -II Total Hours- 15 (Credits-01) Practical- 30 Hours (Credits-01) Personality Development : Communication Skills, Group Discussion-Coping with Stress and Emotions Leadership: Leadership Capsule; Traits, Indicators, Motivation, Moral Values. Honour Code; Case Studies Shivaji, Jhansi Ki Rani Social Service and Community Development: Protection of Children & Women Safety, Road/Rail Travel Safety, New Initiatives, Cyber and Mobile Security Awareness

Unit wise Details of the Value Added Course (NCC-2)

Unit	Title of Unit	Course Content	Theory Hours	Practical Hours
I	Personality Development	Communication Skills	3	
		Group Discussion-Coping with Stress and Emotions	2	
II	Leadership	Leadership Capsule;		
		Traits, Indicators, Motivation, Moral Values. Honour Code;	3	
		Case Studies Shivaji, Jhansi Ki Rani	2	30
III	Social Service and	Protection of Children & Women Safety	1	
IV	Community Development	Road/Rail Travel Safety	1	
		New Initiatives	2	
		Cyber and Mobile Security Awareness	1	
		Total Hours	15	30

Suggested Books/References/Web-links(if available)
Books:
1. NCC Hand Book
2. Pamela Martinez, Critical Thinking: Decision Making, Problem Solving and Self Development (Effective Strategies That Will Make You Improve Critical Thinking)
3. Carl Patterson, Critical Thinking Skills: Practical Tools for Rational Thinking and Deep Analysis to Boost Your Brainpower. Adopt Logic Strategies to Find Intelligent and Effective Solutions to Challenges
4. P. Gopinadhan Pillai, Rural Development in India

Web-Links:
1. https://indiancc.nic.in
2. https://www.researchgate.net/publication/357839324_NATIONAL_INTEGRATION_OF_INDIA_AND_THE_OBSTACLES_IN_ITS_WAY_STATE_RESPONSE_AND_ITS_REMEDIES
3. https://www.vedantu.com/english/importance-of-national-integration-essay

Programme Specific Outcome

Programme Specific Outcomes (PSOs) are statements that describe what students are expected to know and be able to do by the time they complete a specific program or course of study. In the case of the National Cadet Corps (NCC), the PSOs focus on the unique learning outcomes that cadets should achieve through their participation in the NCC program.

The NCC is a youth organization in many countries, including India, designed to develop character, discipline, and leadership skills among young people. It aims to create a pool of disciplined and motivated youth who can serve as future leaders in various fields. The PSOs of NCC encompass a wide range of skills and qualities that cadets are

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1. **Leadership Skills:** One of the primary PSOs of NCC is to develop leadership skills among cadets. Through various training activities, including leadership camps, command tasks, and practical exercises, cadets learn to lead and motivate their peers. They develop qualities like decision-making, effective communication, teamwork, and problem-solving skills, which are essential for effective leadership.

2. **Discipline and Time Management:** NCC instils a sense of discipline and time management in cadets. They learn to follow rules and regulations, maintain punctuality, and develop a strong work ethic. Cadets are taught to manage their time effectively to balance their academic commitments and NCC activities, which helps them become more organized and efficient individuals.

3. **Physical Fitness:** Physical fitness is an important aspect of NCC training. Cadets engage in regular physical activities, including drill exercises, sports, and adventure activities, to enhance their fitness levels. The PSO focuses on improving their endurance, strength, agility, and overall physical well-being.

4. **Social Awareness and Responsibility:** NCC promotes social awareness and a sense of responsibility towards the community and the nation. Cadets are exposed to various social issues and are encouraged to actively participate in social service activities such as cleanliness drives, blood donation camps, and awareness campaigns. They develop empathy, compassion, and a sense of civic duty.

5. **National Integration and Cultural Understanding:** NCC fosters national integration and cultural understanding among cadets. It brings together young people from diverse backgrounds and provides a platform for them to interact and appreciate different cultures, languages, and traditions. Cadets learn to respect and value the rich cultural heritage of their country and develop a sense of unity and brotherhood.

6. **Self-Confidence and Self-Development:** NCC aims to boost the self-confidence and overall personality development of cadets. Through various activities like public speaking, personality development sessions, and exposure to challenging situations, cadets learn to overcome their fears and develop a positive self-image. They gain confidence in their abilities and become more self-assured individuals.

7. Crisis Management and Disaster Preparedness: NCC equips cadets with the skills and knowledge necessary to respond effectively in crisis situations and natural disasters. They receive training in first aid, disaster management, and rescue operations. Cadets learn to remain calm under pressure, make quick decisions, and provide assistance to those in need.

8. Ethics and Values: NCC emphasizes the importance of ethics, values, and integrity. Cadets are encouraged to uphold moral and ethical principles in all aspects of life. They learn to distinguish between right and wrong, and develop a strong sense of integrity, honesty, and accountability.

9. Teamwork and Interpersonal Skills: NCC focuses on developing teamwork and interpersonal skills among cadets. They learn to work collaboratively in a team, respect diversity, and effectively communicate with others. Cadets understand the significance of cooperation and coordination in achieving common goals.

10. Environmental Awareness and Conservation: NCC promotes environmental awareness and conservation among cadets. They learn about environmental issues, sustainable
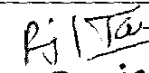
Examination Scheme (Programme Evaluation Methods)

Sr. No.	Parameters	Max Marks
5.	Entries in Daily Diary	05
6.	Synopsis Project - NCC General	10
7.	Participation in NCC training	10
8.	Participation in Social Service and Community Development (SSCD)	25*
	Total	50

*Evaluation of SSCD:

Sr. No.	Parameters	Max Marks
4.	Presentation/Video/Photographs submitted with report	05
5.	Day Significance	10
6.	Participation in Puneet Sagar, Swachch Bharat, quiz, Social Awareness and Jagrukata Rally etc.	10
	Total	25

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National Education Policy 2020 based syllabus
For
Value added courses for Semester-I and II in UG Programmes
(2 Credits/ semester for I, II semester)
VAC-11

1.	Title of Courses	National Service Scheme (NSS)-2
2.	Nodal Department of HEI to run course	NSS Coordinator of University
3	Nature of Course- Independent/Progressive	-
4.	No. of seats	100 students in each NSS unit
5.	Course Code.............	2 Credits (60 Hours per semester per Unit
6.	Scheme of Examination Maximum marks Minimum marks	Annexure-5 (Attached) 50 20
7.	In the course is based on outside partners/ Institutions/ Industries/ Govt. organization etc.	Yes / No
8.	If yes, Name of proposed outside partners/ Institutions/ Industries/ Govt. organization etc.	Regional Directorate, National Service Scheme Jaipur, Rajasthan
9.	**National Service Scheme (NSS)** The National Service Scheme (NSS) is an Indian government sector public service program conducted by the Ministry of Youth Affairs [1] and Sports of the Government of India. Popularly known as NSS, the scheme was launched in Gandhiji's Centenary year in 1969. Aimed at developing student's personality through community service, NSS is a voluntary association of young people in Colleges, Universities and at +2 level working for a campus-community (esp. Villages) linkage. **Objectives of NSS:** ***The main objectives of National Service Scheme (NSS) are*** • understand the community in which they work • understand themselves in relation to their community • identify the needs and problems of the community and involve them in problem-solving • develop among themselves a sense of social and civic responsibility • utilise their knowledge in finding practical solutions to individual and community problems • develop competence required for group-living and sharing of responsibilities • gain skills in mobilizing community participation • acquire leadership qualities and democratic attitudes • develop capacity to meet emergencies and natural disasters and • practise national integration and social harmony	

10	**Syllabus Guidelines:**
	Theory Weight -15
	Practical/Project work – 30 hours + 15 hours (Any one project work, Field Visits/ Trainings)
	    Unit-1: Importance and role of youth leadership in society (3)
	        a) Volunteerism and Leadership
	        b) Gender and Society
	        c) Fundamental Rights
	        d) Consumer Rights
	    Unit-2: Awareness Camps (5)
	        a) First Aid Training
	        b) Traffic Awareness Programme
	        c) Self Defense
	        d) Environment Protection
	    Unit-3: Social Harmony and Health (4)
	        a) Indian History and Culture
	        b) Role of Youth in National Building
	        c) Group Discussion
	        d) Health, Hygiene and diseases	

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