

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

w.e.f. Academic Session 2024-2025



University of Rajasthan, Jaipur

University of Rajasthan, Jaipur
List of Value Added Courses
As per NEP-2020
For
Undergraduate Courses
In Faculties of Arts/Science/Commerce/Fine Arts/Social Sciences
w.e.f. Academic Session 2024-2025

S. No.	Course Code	Course Name
First Year (Semester – I and Semester – II)		
1.	VAC-51F-101/ VAC-52F-101	Anandam-I
2.	VAC-51T-102/ VAC-52T-102	Digital Enhancement
3.	VAC-51T-103/ VAC-52T-103	Understanding Indian Society & Culture
4.	VAC-51T-104/ VAC-52T-104	Nutrition for Health and Fitness
5.	VAC-51T-105/ VAC-52T-105	Geriatric Wellness and Care
6.	VAC-51T-106	National Cadet Corps(NCC)-I (Semester-I)
7.	VAC-51T-107/ VAC-52T-107	Indian Value System
8.	VAC-51T-108	National Service Scheme (NSS)-I (Semester-I)
9.	VAC-51T-109/ VAC-52T-109	Financial Literacy
10.	VAC-52T-110	National Cadet Corps(NCC)-II (Semester-II)
11.	VAC-52T-111	National Service Scheme (NSS)-II (Semester-II)
12.	VAC-51T-112/ VAC-52T-112	Environmental Studies
Second Year (Semester – III and Semester – IV)		
1.	VAC-63F-201/ VAC-64F-201	Anandam-II
2.	VAC-63T-203/ VAC-64T-203	Traditional & Modern Medicine Systems for Everyday Health Solutions
3.	VAC-63F-204	National Service Scheme-III (Semester III)
4.	VAC-64F-205	National Service Scheme-IV (Semester IV)
5.	VAC-63F-206	National Cadet Corps-III (Semester III)
6.	VAC-64F-207	National Cadet Corps-IV (Semester IV)
7.	VAC-63T-208/ VAC-64T-208	Content writing
8.	VAC-63T-209/ VAC-64T-209	Cyber Law and Ethics
9.	VAC-63T-210/ VAC-64T-210	Electoral Literacy

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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-51F-101/VAC-52F-101

1	Title of course- A n a n d a m - I	
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-VAC-51F-101/VAC-52F-101	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	<p>Syllabus</p> <ul style="list-style-type: none"> • 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) <p>Guidelines</p> <ul style="list-style-type: none"> • 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 afforestation 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 • Form age/gender specific groups for collective yoga/meditation in a community, society, hostel, 	

	<p>etc.</p> <ul style="list-style-type: none"> • 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.
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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

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 and II)
VAC-51T-102/VAC52T-102

1	Title of course- Digital Enhancement	
2	Nodal Department of HEI to run course	All College Units
3	Broad Area/Sector-	ICT Tools
4	Number of Seats-	60 students per batch
5	CourseCode-VAC-51T-102/VAC-52T-102	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: 1 hours Exam pattern : MCQ , 40 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. ?	Yes <input type="checkbox"/> No <input type="checkbox"/>
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
<ul style="list-style-type: none"> • 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, 	


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Education, SSO-ID.	
Unit II: Communication and Collaboration in the Cyberspace	16
<ul style="list-style-type: none"> ● Electronic Communication: electronic mail, blogs, social media tools ● Collaborative Digital platforms ● Tools/platforms for online learning ● Collaboration using files sharing, messaging, video conferencing 	
Unit III: Digital Safety Measurement Tools.	16
<ul style="list-style-type: none"> ● 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 of India 	
Unit IV: Ethical Issues in Digital World	8
<ul style="list-style-type: none"> ● 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 <ul style="list-style-type: none"> ● Rodney Jones and Christopher Hafner. "Understanding digital Literacies: A Practical Introduction" Routledge Books, 2nd edition, 2021. ● M.Swan, "Blockchain: Blueprint for a new economy, O'Reilly Media, 2015. ● K.Chandrasekharan, "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, 1st Edn, 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 <ul style="list-style-type: none"> ● 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 will 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 will reduce 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.

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-51T-103/VAC-52T-103

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-VAC-51T-103/VAC-52T-103	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: 1 Hours Exam pattern: MCQ , 40 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 UNITII : Social and Political Ideas UNITIII : Styles of Architecture UNITIV : 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	<i>varna, ashrama, purushartha, and samskaras.</i> Teachings of Jainism and Buddhism	08	-
II	Social and Political	Social ideas as depicted in the <i>Smritis</i> with	07	-

	Ideas	special reference to <i>Manusmriti</i> . Political Ideas in ancient India with special reference to <i>Arthashastra</i>		
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.
- (2) P.V. Kane: *History of Dharmashastra*, 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 Aitihaska Vivechana* (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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VAC-51T-104/VAC-52T-104

1	Title of course- Nutrition for Health and Fitness	
2	Nodal Department of HEI 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-VAC-51T-104/VAC-52T-104	Credits- 02 (2 Theory Hours per week)
7	<p>Programme Objective: The course has been planned to provide the student with the 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 a balanced diet and the impact of processed foods on health. An understanding of the current health scenario in the country and globally will be imparted</p>	
8	<p>Scheme of Examination Maximum Marks :50 Minimum Marks: 20</p>	<p>Internal Assessment: 10 Marks EoSE : 40 marks, Duration: 1 Hours Exam pattern: MCQ , 40 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.</p>

10	<p>Syllabus/ Guidelines Unit I : Health & Fitness Unit II : Nutritional Guidelines Unit III : Processed Foods Unit IV: Physical Activity and Nutrition</p>
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Unit wise Details of the Value Added Course

Unit	Title of Unit	Course Content	Theory Hours (30)
I	Health & Fitness	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Concept of Processed Foods • Impact of Packaged, Ultra-processed and Convenience Foods on Health 	3 4

IV	Physical Activity & Nutrition	<ul style="list-style-type: none"> • Effects on health of Physical Activity and Dietary Habits • Dual Burden of Malnutrition 	4 4
Total Hours			30

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 Chadha & 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.pdf https://apps.who.int/iris/rest/bitstreams/1315866/retrieve https://ncert.nic.in/textbook/pdf/iehp104.pdf https://www.researchgate.net/publication/51711287_Consensus_Physical_Activity_Guidelines_for_Asian_Indians https://egyankosh.ac.in/handle/123456789/47981 https://egyankosh.ac.in/handle/123456789/44151 https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=NuAs6SreCGryddEfs4kkBA

Programme Outcome

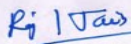
1. Enhancing the basic understanding of nutrition and physical fitness
2. Developing a healthy attitude towards physical well being
3. Inculcating values of conscious and correct eating habits
4. Awareness generation regarding processed foods and their effects on health & wellness
5. Understanding importance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

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-51F-105/VAC-52F-105

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 DEVELOPMENT AND FAMILY STUDIES
4	Nature of course - Independent / Progressive	Progressive
5	Number of Seats-	60 students per batch
6	Course Code- VAC-51F-105/VAC-52F-105	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 : 1 hours Exam pattern: MCQ , 40 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.
<p>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.</p>		
8	<p>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</p>	

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	4	


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		become a Certified Geriatric Care Assistant		
UNIT-II	Introduction to a Geriatric Care Assistants	d) Basics of emergency care and life support skills-Vital signs, first aid and triage 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	2 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 g) Vaccination protocol against common Infectious diseases: immunization to reduce the health risks for care giver and patients.	3 3	
UNIT-IV	Basic applied knowledge for Geriatric Care	h) Understanding working systems for geriatric care institutions like hospital and old age Home i) Basic first aid for elderly population j) Leisure activities for elderly- importance and types of leisure activities	2 2 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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For
Value Added Courses for Semester I and II in UG Programmes
(2 credits/ semester for Semester I, II.)

VAC-51F-106

1.	Title of course-	NCC - 1 (Semester-I)	
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- VAC-51F-106	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/ <u>Institutions</u> /Industry/ Govt. Org. etc. ?	Yes	No
10	If Yes, Name of proposed Outside Partners/Institutions/Industry/ Govt. Org. etc.	NCC office, Jaipur	
11	<p>Objective of NCC</p> <p>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.</p> <ul style="list-style-type: none"> • 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. 		

	<ul style="list-style-type: none"> 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)
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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)

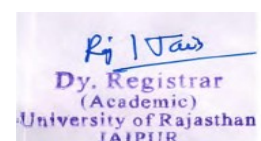
Programme Specific Outcomes (PSOs) are statements that describe what students are expected to know and be able to do by the time they complete a specific program or course of study. In the case of the National

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 leadership.
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

Annexure-2



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, Swachh Bharat, quiz, Social Awareness and Jagrukata Rally etc.	10
	Total	25

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-51T-107/VAC-52T-107

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- VAC-51T-107/VAC-52T-107	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 : 1 Hours Exam pattern: MCQ , 40 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,Ṛṇa,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 Mahāvratā: Satya-Ahimsa-Asteya, Aparigraha, Brahamcarya 4 Lectures Unit IV: 7. Niṣkām Karma Yoga of Gītā, Lokasaṅgraha 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 Manual of Ethics(Hindi translation available)
7. दिवाकर पांडेय :भारतीय नीति शास्त्र
8. संगमलाल पांडेय :नीति दर्शन का स्वरूप
9. वेद प्रकाश वर्मा :नीतिशास्त्र के मूल सिद्धान्त
10. गोविन्दचन्द्र पाण्डेय :मूल्यमीमांसा ईषाददनी उपनिषद्, 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.

University of Rajasthan
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-51F-108

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	VAC-51F-108
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.	<p>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.</p> <p>Objectives of NSS:</p> <p><i>The main objectives of National Service Scheme (NSS) are</i></p> <ul style="list-style-type: none"> • 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	<p>Syllabus Guidelines:</p> <p>Theory Weight -15</p> <p>Practical/Project-work–30hours+ 15 hours (Project-work, Field Visits/Trainings)</p> <p>Unit-01: Introduction to NSS: Origin and concepts of NSS (3)</p> <p>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</p> <p>Unit-02: NSS Programmes and Activities (5)</p> <p>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</p> <p>Unit-03: Understanding demography of adopted Slum (4)</p>	

- 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

Unit-04: 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.

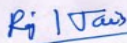
Annexure-3

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


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3.	Participation in Blood donation, Swachh bharat abhiyan, quiz, social awareness and jagrukta railies, run for unity, yoga day, voter awareness and similar kind of activities.	10
	Total	25

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University of Rajasthan
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-51T-109

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 VAC-51T-109	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: 1 Hours Exam pattern: MCQ , 40 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-51T-109
(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
Digitalization of Financial Transactions: Debit Cards (ATM Cards) and Credit Cards, Internet Banking and 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

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-52F-110

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- VAC-52F-110	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 <input type="checkbox"/> No <input type="checkbox"/>
12	If Yes, Name of proposed Outside Partners/Institutions/Industry/ Govt. Org. etc.	
13	<p>Objective of NCC</p> <p>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.</p> <ul style="list-style-type: none"> • 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 	

	<p>positively to society and uphold the values of integrity and honesty.</p> <ul style="list-style-type: none"> 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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14	<p>Syllabus Semester -II Total Hours- 15 (Credits-01) Practical- 30 Hours (Credits-01)</p> <p>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</p>
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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	30
		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	
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

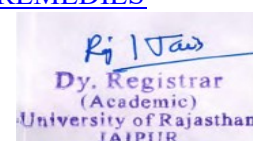
Suggested Books/References/Web-links(if available)

Books:

- NCC Hand Book
- Pamela Martinez, Critical Thinking: Decision Making, Problem Solving and Self 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
- P. Gopinadhan Pillai, Rural Development in India

Web-Links:

- <https://indiancc.nic.in>
- https://www.researchgate.net/publication/357839324_NATIONAL_INTEGRATION_OF_INDIA_AND_THE_OBSTACLES_IN_ITS_WAY_STATE_RESPONSE_AND_ITS_REMEDIES



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 expected to acquire during their NCC journey.

- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- Environmental Awareness and Conservation:** NCC promotes environmental awareness and conservation among cadets. They learn about environmental issues, sustainable

Annexure-4

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 SS CD:

Sr. No.	Parameters	Max Marks
4.	Presentation/Video/Photographs submitted with report	05
5.	Day Significance	10
6.	Participation in Puneet Sagar, Swachh 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-52F-111

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..... VAC-52F-111	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.	<p>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.</p> <p>Objectives of NSS:</p> <p><i>The main objectives of National Service Scheme (NSS) are</i></p> <ul style="list-style-type: none"> • 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	<p>Syllabus Guidelines: Theory Weight -15 Practical/Project work – 30 hours + 15 hours (Any one project work, Field Visits/ Trainings)</p> <p>Unit-1: Importance and role of youth leadership in society (3)</p> <ol style="list-style-type: none"> a) Volunteerism and Leadership b) Gender and Society c) Fundamental Rights d) Consumer Rights <p>Unit-2: Awareness Camps (5)</p> <ol style="list-style-type: none"> a) First Aid Training b) Traffic Awareness Programme c) Self Defense d) Environment Protection 	

	<p>Unit-3: Social Harmony and Health (4)</p> <p>a) Indian History and Culture b) Role of Youth in National Building c) Group Discussion d) Health, Hygiene and diseases</p> <p>Unit-4: Youth development programmes in India (3)</p> <p>a) National Youth Policy b) Youth Development Programmes at voluntary, District, State and National Level c) Personality Development d) State Government Schemes</p>
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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.

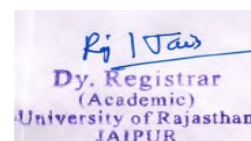
Annexure-5

Examinations Scheme (Programme Evaluation Methods)

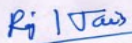
Sr. No.	Parameters	Max Marks
1.	Attendance	5
2.	Entries in Daily diaries	10
3.	Awareness Camps	10
4.	Participation in Social Service and Community Development (SSCD)	*25
	Total	50

*** 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 railies, run for unity, yoga day, voter awareness and similar kind of activities.	10
	Total	25


Dy. Registrar
(Academic)
University of Rajasthan
JAIPUR

VAC-51T-112– ENVIRONMENTAL STUDIES

Semester	Code of the Course	Title of the Course/Paper		NHEQF Level	Credits
I/II	VAC-51T-112/ VAC-52T-112	Environmental Studies		5	2
Level of Course	Type of the Course	Credit Distribution		Offered to NC Student	Delivery Type of the Course
		Theory	Practical		
Introductory	Value Added	2	-	Yes	30 Hours Theory
Prerequisites	XII Pass				
Objectives of the Course:	Objectives of the Course – <ol style="list-style-type: none"> To make students aware about the importance of physical environment and its various components. To make students realize their role in the protection and maintenance of a healthy environment for sustainable development. To understand the significance and issues related to natural resources, ecosystems, biodiversity. To encourage them to explore ways of managing/ conserving natural resources. To develop understanding of causes and sources of environmental pollution and their impact on quality of life. To educate the young minds about environmental movements and laws. To encourage to adopt sustainability as a practice in life, society, and industry. 				

Examination Scheme-

Regular Students –

Type	Paper code and Nomenclature	Duration of Examination	Maximum Marks (CA + EoSE)	Minimum Marks (CA + EoSE)
Theory	VAC- 51T-112– Environmental Studies / VAC- 52T-112– Environmental Studies	1 Hrs-CA 1 Hrs-EoSE	10 Marks-CA 40 Marks-EoSE	4 Marks-CA 16 Marks-EoSE

The question paper for **Environmental Studies** will be so set that it has 40 multiple choice questions (Bilingual) of one mark each. The Question paper will be of duration of 1 hour. The examinees will have to give their answers on an OMR sheet only to be provided by the University whose evaluation will be done based on OMR Scanning Technology.

Non-Collegiate Students –

Type	Paper code and Nomenclature	Duration of Examination	Maximum Marks (EoSE)	Minimum Marks (EoSE)
Theory	VAC- 51T-112– Environmental Studies / VAC- 52T-112– Environmental Studies	1 Hrs	50 Marks	20 Marks

The question paper for **Environmental Studies** will be so set that it has 50 multiple choice questions (Bilingual) of one mark each. The Question paper will be of duration of 1 hour. The examinees will have to give their answers on an OMR sheet only to be provided by the University whose evaluation will be done based on OMR Scanning Technology.

Detailed Syllabus

VAC-51T-112– ENVIRONMENTAL STUDIES

Unit I	Humans and the Environment Definition, scope and multidisciplinary nature of Environmental Studies. Need for Environmental awareness and environmental education in present-day context. Population growth, variation among nations, Population explosion: Family Welfare Programme, Impacts of rising population on human health and environment. Human Rights, Environmental ethics, World food problems, Role of Information Technology in Environment and human health.	5 Lectures
Unit II	Natural Resources, Management and Sustainability Classification of resources: renewable and non-renewable resources. Forest resources: Use and over-exploitation, causes and impacts of deforestation. Water resources: Use and over-utilization of surface and groundwater, floods, drought, and conflicts over water. Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources, related case studies. Energy resources: Growing energy need, renewable and non-renewable energy sources, use of alternate energy sources. Related case studies. Land resources, Land degradation, fertilizer-pesticide problems, water logging, salinity, soil erosion and desertification. changes caused by agriculture and overgrazing, effects of modern agriculture. Sustainability and resource conservation: Sustainable development, Sustainable Development Goals, Equitable use of resources for sustainable lifestyles, resource conservation, rain water harvesting, watershed management, wasteland reclamation.	9 Lectures
Unit III	Ecosystem and Biodiversity Concept, Structure and functions of ecosystem: Producers, consumers and decomposers, Energy flow in the ecosystem, Food chains, food webs and ecological pyramids. Ecosystems and ecosystem services: Major ecosystem types in India and their basic characteristics- forests, wetlands, grasslands, agriculture, coastal and marine; Ecosystem services- classification and their significance. Concept, definition and types of biological diversity (genetic, species and ecosystem diversity). Value of biodiversity: consumptive use, productive use, social, ethical, aesthetic, option values. Threats to biodiversity, Biodiversity at global, national and local level, Hot-spots of biodiversity. India as a mega-diversity nation, Biogeographical classification of India, Endangered, Threatened and endemic species of India. Conservation of biodiversity: <i>In-situ</i> and <i>Ex-situ</i> conservation of biodiversity, Red Data Book.	8 Lectures
Unit IV	Environmental Issues Definition, Causes, effects and control measures of: Air, Water, Soil, Marine, Noise, Thermal, Nuclear. Greenhouse gases and their impacts, Climate change, Global warming, Acid rain, Ozone layer depletion, Nuclear accidents and holocaust. Solid waste management: Generation and management of urban, industrial, biomedical and e- wastes. Waste Management- Concept of 3R (Reduce, Recycle and Reuse). Environmental Protection Act, Water (Prevention and Control of Pollution) Act, Air (Prevention and Control of Pollution) Act, Wild life protection Act, Forest Conservation Act, Biological Diversity Act. Social issues: Resettlement and rehabilitation of people: its problems and concerns.	8 Lectures

Environmental movements: Chipko, Appiko movement, Silent valley, Big dam movements.
Environmental audit and Environmental Impact Assessment.
International agreements: Earth Summits, Convention on Biological Diversity (CBD),
Montreal Protocol, Kyoto protocol.

Students should be encouraged to visit places of Environmental Importance including Natural and Manmade Habitat.

Suggested Books and References –

1. Ahluwalia, V. K. (2016) Environmental Studies: Basic concepts. Energy and Resources Institute
2. Asthana, D. K. (2006). Text Book of Environmental Studies. S. Chand Publishing.
3. Basu, M. and Xavier, S. (2016). Fundamentals of Environmental Studies, Cambridge University Press, India
4. Basu, R. N. (Ed.) (2000). Environment. University of Calcutta, Kolkata.
5. Bharucha, E. (2013). Textbook of Environmental Studies for Undergraduate Courses. Universities Press.
6. Fisher, Michael H. (2018). An Environmental History of India- From Earliest Times to the Twenty-First Century, Cambridge University Press.
7. De, A.K. (2006). Environmental Chemistry, 6th Edition, New Age International, New Delhi.
8. Headrick, Daniel R. (2020) Humans versus Nature- A Global Environmental History, Oxford University Press.
9. Jha L. and Shailendra, Environmental Studies, CBH publications, Jaipur
10. Manahan, S.E. (2022). Environmental Chemistry (11th ed.). CRC Press.
11. Rajagopalan, R. (2011). Environmental Studies from Crisis to Cure. Oxford University Press
12. Sharma, P. D. (2005). Ecology and Environment. Rastogi Publications.
13. Singh, J.S., Singh, S.P. and Gupta, S.R. (2006). Ecology, Environment and Resource Conservation. Anamaya Publications.

Course Learning Outcomes:

At the end of the course, students will –

- Gain in-depth knowledge of natural processes and resources that sustain life and govern the economy.
- Develop critical thinking to shape strategies (scientific, social, economic, administrative, and legal) for environmental protection, conservation of biodiversity, protection of natural resources and sustainable development.
- Understand and predict the consequences of human actions on the environment and the quality of human life.
- Acquisition of values and attitudes towards understanding complex environmental economic-social challenges.
- Actively participate in solving current environmental problems and preventing future ones.

University of Rajasthan
NEP-2020 based Syllabus
For
Value Added Courses for Semester III and IV in UG Programmes
(2 credits/semester for Semester III/IV.)
VAC-63F-201/VAC-64F-201

1	Title of course- Anandam - II	
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-VAC-51F-101/VAC-52F-101	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	<p>Syllabus</p> <ul style="list-style-type: none"> • 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) <p>Guidelines</p> <ul style="list-style-type: none"> • 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 afforestation 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 • 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

“Traditional & Modern Medicine Systems for Everyday Health Solutions”

1	Title of the Course	Traditional & Modern Medicine Systems for Everyday Health
2	Nodal Department of HEI	COC in Pharmaceutical chemistry All UG colleges (Delivery by faculty of any subject)
3	Nature of Course	Independent (Multidisciplinary) (IKS)
4	Number of seats	60 per batch
5.	Course Code	VAC VAC-63T-203/VAC-64T-203
6.	Level of course	NHEQF Level – 5/6
7.	Delivery sub-type of the course	Theory (Lectures)
8.	Pre-requisite of the course	NA (students of all discipline eligible to study this course).
9.	No. of Credits	2 Credits(Total Teaching hrs 30)
10.	Scheme of Exam	Max. marks. – 10+40 Min. passing marks - 4+16

- (i) **Course Objectives- In view of the importance of Human Health in present times, the course is intended to -**
- a) Add value in the basic knowledge of students from all faculty/disciplines to enhance awareness of the essentiality of holistic health in present modern era.**
 - b) Provide valuable insights into the evolution and interplay of diverse medicinal systems currently in practice.**
 - c) Impart awareness about the rich history and foundations of traditional Indian medicinal systems.**
- (ii) **Course Outcome** – After completion of the course, there will be value addition in the knowledge of students about the history of Traditional Indian Medicine System. They will be able to translate the acquired knowledge to identify different categories of Medicine systems and deal appropriately with real life situations.
- (iii) **Course Learning Outcome-** After completing this course the students will learn to handle oneself well in all life situations related to Health and wellness. Students will acquire basic necessary information about various classes/types of important medicines and drug from traditional as well as contemporary medicinal systems, which is essential for everyone in today’s scenario.

Syllabus

Traditional & Modern Medicine Systems for Everyday Health Solutions

(30 hrs teaching)

Max. marks. – 10+40

Min. passing marks - 4+16

Exam – 3 hrs

Unit – I

History and evolution of Traditional Medicine Systems in India : Historical origins of AYUSH system of Medicines and other practices for maintaining health such as, Naturopathy and Yoga , Timeless wisdom and practices of these systems. Concept of health, disease causation, and treatments available, 20 key Indian Herbs used throughout the world for maintaining health, Ayurveda's rising prominence and acceptance on the global health stage. (7hrs)

Unit – II

Significance of Modern Medicine in Everyday Living

Exploring the Pros and Cons: Modern Medicine versus AYUSH.

An Overview of Drug Categories - Definitions and Common Examples: This includes Analgesics, Antacids, Antianxiety Medications, Antiarrhythmics, Antibacterials, Antibiotics, Anticoagulants/Thrombolytics, Anticonvulsants, Antidepressants, Antidiarrheals, Antifungals, Antihistamines, Antihypertensives, Anti-Inflammatories, Antineoplastics, Antipyretics, Antivirals, Beta-Blockers, Bronchodilators, Corticosteroids, Cough Suppressants, Cytotoxics, Decongestants, Diuretics, Expectorants, Hormone Therapies, Hypoglycemics, Laxatives, Immunosuppressives, Muscle Relaxants, Non-steroidal Anti-inflammatory Drugs, Sedatives, Pheromones, Sleep Aids, and Tranquilizers. Vitamins and Nutrition for maintaining health and addressing health issues.

(8hrs)

Unit - III

Drug Molecules isolated from Natural Sources

Introduction, source of its origin and Therapeutic use of - **Steroids:** Hormones (derived from diosgenin, hecogenin, and stigmasterol), Digitalis glycosides (digoxin, digitoxin from digitalis). **Alkaloids:** Belladonna-type solanaceoustropane alkaloids (atropine, hyoscyamine, scopolamine), Opium alkaloids (codeine, morphine), Catharanthus or Vinca alkaloids (vinblastine, vincristine), Reserpine from Sarpagandha, Cinchona alkaloids (quinine, quinidine), Colchicine from Colchicum autumnal, Cocaine from Erythroxylum coca, Taxol from Taxus brevifolia.

Other Important Phytochemicals : Curcumin (from turmeric), L-Thianine (from Green Tea), Caffeine (from Tea & Coffee), Artemisinin (extracts of sweet wormwood, Artemisia annua), Chlorogenic acid (from coffee). (7hrs)

Unit – IV

Modern and Traditional Practices for emergency medical situations and old age related Health issues

Identification of emergency, action required, and primary medication for – Stroke, Bleeding, Chest pain, Heart attack (Myocardial infarction), Burns, Fainting, Choking, Anaphylaxis, Allergic reaction, Shortness of breath, Paralysis, Seizure (Epilepsy), Poisoning.

Care, Prevention and Medication for Old Age related Health issues: Parkinson, Alzheimer, Dementia, Osteoporosis, Arthritis, and Bone fracture (8hrs)

Suggested Books and Readings

1. Selected Medicinal Plants of India, compiled by Bhartiya Vidya Bhawan's SPA research centre, Bombay, 1992
2. Encyclopedia of Medicinal Plants, 2001, Publisher: Dorling Kindersley
3. Indian Herbal Pharmacopoeia 2014, published by By Indian Pharmacopoeia Commission. 2013
4. Handbook of Anupana Pathya & Apathya, published by Indian Drug Manufacturer Association, Mumbai
5. Herbal Medicine in India (Indigenous Knowledge, Practice, Innovation and Its Value)2020
6. Nature Cure, e-Book by M. K. Gandhi. Prabhat Prakashan, 2021 (original book 1954)
7. Frequently Prescribed Medications, Drugs You Need to Know, eBook by Michael A. Mancano, Jason C. Gallagher, Publisher Jones & Bartlett Learning, 2013

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**Value Added Courses for Semester-III
(2 Credits/ Semester)**

1.	Title of Courses	National Service Scheme (NSS) Semester-III
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 unit
5.	Course Code- VAC-63F-204	
6.	Maximum marks Minimum marks	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.	<p>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.</p> <p>Objectives of NSS: The main objectives of National Service Scheme (NSS) are</p> <ul style="list-style-type: none"> • To understand the community in which they work • To understand themselves in relation to their community • To identify the needs and problems of the community and involve them in problem-solving • To develop among themselves a sense of social and civic responsibility • To utilize their knowledge in finding practical solutions to individual and community problems • To develop competence required for group-living and sharing of responsibilities • To gain skills in mobilizing community participation • To acquire leadership qualities and democratic attitudes • To develop capacity to meet emergencies and natural disasters and • To practice national integration and social harmony 	

SEMESTER-III- PAPER-VAC-63F-204

Theory Weight -15

Practical/Project work – 30 hours + 15 hours (Any one project work, Field Visits/ Trainings)

Unit-01: Health, Hygiene and Sanitation (3)

- Introduction to hygiene and sanitation
- Importance of hygiene and sanitation in maintaining personal health
- Various central/ state government programmes

Unit-02: Youth and Yoga (4)

- History of yoga
- Types of yoga and their benefits, Managing Mental Health problems through Yoga & Meditation
- National yoga day: History, Achievements & Challenges
- Dreams of developed India: Contribution of yoga

Unit-03: Youth and Ayurveda (4)

- Principles of Ayurvedic diet: Aharavidhividhan, Sattvic, Rajasi& Tamasic foods
- Viruddha, Pathya, Apathya & Viprita Ahaar
- Dincharya and ritucharya
- Managing Examination Stress, Depression and Anxiety through Ayurvedic

Unit-04: Environment (4)

- Waste management
- Natural resource management
- Biodiesel
- Green building

Suggested books/ references/ websites

- NSS Manual
- <https://nss.gov.in>
- 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, Swachhbharatabhiyan, run for unity, HIV/ AIDS awareness, betibachaobeti padhao, voter awareness etc. builds social awareness among students.

Socialharmony 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.

University of Rajasthan
National Education Policy 2020 based syllabus
For
Value Added Courses for Semester-IV in UG Programmes
(2 Credits/ Semester)

1.	Title of Course	National Service Scheme (NSS) Semester-IV
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 unit
5.	Course Code- VAC-64F-205	
6.	Maximum marks Minimum marks	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.	<p>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.</p> <p>Objectives of NSS:</p> <p><i>The main objectives of National Service Scheme (NSS) are</i></p> <ul style="list-style-type: none"> • 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 • utilize 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 • practice national integration and social harmony 	

SYLLABUS - PAPER-VAC-64F-205

Theory Weight -15

Practical/Project work – 30 hours + 15 hours (Any one project work, Field Visits/ Trainings)

Unit-1: Road safety awareness (4)

- Need & importance
- Safe driving
- Safety devices
- Road signs & driving rules

Unit-2: Disaster Management (4)

- Introductory idea
- Types of disasters
- Significance of NSS in disaster management (Special emphasis on state of Rajasthan)
- National Disaster Management Authority

Unit-3: The Constitution of India (4)

- Introduction
- Federal Republic
- Socialism & Democracy
- Fundamental duties

Unit-4: Cyber Security (3)

- Online security and privacy
- Data breach and Cyber Attacks
- National Cyber Security Policy, Cyber Surakshit Bharat & Cyber Swachhta Kendra

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, betibachao betipadhao, 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.

NCC Semester- III Semester Syllabus

1.	Title of Course	NCC-3 (Semester-III)	
2.	Nodal Department of HEI to run course	Coordinator of NCC (NCC Incharge, UoR)	
3.	Board Area/Sector	University	
4.	Sub Sector	College	
5.	Nature of Course -Independent/Progressive	Progressive	
6.	Requisite	Qualified in NCC-II (Semester-II)	
7.	Number of Seats	As per Vacancies allotted by Unit/DG NCC	
8.	Course Code-VAC-63F-206	Credits-02 (1 Theory & 2 Practical Hours per Week)	
9.	Scheme of Examinations	As per SNCCO (Concern Unit ANO can provided the marks according the Cadets preformation in NCC Training)	
	Max Marks	50	
	Minimum Marks	20	
10.	Is this course is based on outside Partners/Institutions/Industry/Govt. Org. etc?	Yes	No
11.	If Yes, Name of proposed outside Partners/Institutions/Industry/Govt. Org. etc?	NCC Unit/ NCC office, Jaipur	
12.	<p>Course 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. One of the primary objectives of the NCC course is to develop leadership qualities among the cadets. Through various training activities, including drill exercises, obstacle courses, and team-building exercises, the course 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.</p>		
13.	<p>Syllabus (Semester-III) Total Hours-15 (Credits-01) Practical -30 Hours (Credits-02)</p> <p>Unit-I: National Integration and Awareness Unit-II: Leadership Unit-III: Social Awareness & Community Development Unit-IV: Health & Hygiene</p>		

Unit wise details of the Value Added Course (NCC-III)

Unit	Title of Unit	Course Content	Theory Hours	Practical Hours
Unit-I	National Integration and Awareness	Freedom Struggle and Nationalist Movement in India, Problems / Challenges of National Integration. National Integration Council. Images/ Slogans for National Integration Contribution of Youth in Nation Building.	5	30
Unit-II	Leadership	Leadership Traits. Types of Leadership. Effects of Leadership with historical examples. Body Language.	2	
Unit-III	Social Awareness & Community Development	Drug Abuse & Trafficking, Civic Responsibilities, Causes & Prevention of HIV/ AIDS; Role of youth, Counter Terrorism, Corruption, Social Evils viz Dowry/Female Foeticide/ Child abuse & trafficking etc, RTI & RTE, Traffic Control Org and Anti-drunken Driving, Provisions of Protection of Children from Sexual Harassment Act 2012.	3	
Unit-IV	Health & Hygiene	Structure & functioning of the human body, Hygiene & Sanitation (Personal & Food hygiene), Physical & Mental Health, Infectious & Contagious Diseases & its prevention. Basics of Home Nursing & First-Aid in common medical emergencies, Introduction to Yoga & Exercises.	5	

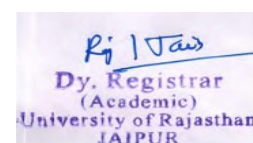
Reference Books

- Bipan Chandra, Mridula Mukherjee, Aditya Mukherjee, K.N. Panikkar, & Sucheta Mahajan. (1989). *India's Struggle for Independence: 1857-1947*. Penguin Books.
 - Mukherjee, R. (1988). *The Rise and Fall of the East India Company: A Sociological Appraisal*. Popular Prakashan.
 - Sharma, R. K. (2004). *Leadership in Indian Organizations: Some Aspects*. Anmol Publications.
 - Nanda, B. R. (2004). *In Search of Gandhi: Essays and Reflections*. Oxford University Press.
 - Reddy, G. N. (2011). *Health and Hygiene: An Introduction*. Neel kamal Publications Pvt. Ltd.
- NCC Cadets Hand Book

Web Links

<https://indiancc.mygov.in/>
<https://nccauto.gov.in/>

Examination Scheme (Programme Evaluation Methods)



S.No.	Parameters	Max Marks
1	Entries in Daily Diary	05
2	Synopsis Project	10
3	Participation in NCC Training	10
4	Participation in Social Service and Community Development (SSCD)	25*

***Evaluation of SSCD:**

S.No.	Parameters	Max Marks
1	Presentation/Video/Photographs submit with report	05
2	Day Significations	10
3	Participation in Puneet Sagar, Sawach Bharat, Quiz, Social Awareness and Jagrukata rally and other SSCD Activities	10
Total		25

Course Learning Outcome

Upon completing this course, students will understand the historical context of India's freedom struggle and the challenges of national integration, recognizing the role of youth in nation-building. They will analyze leadership traits and styles, understanding their impact through historical examples and effective communication, including body language. The course will address social issues such as drug abuse, terrorism, and corruption, highlighting civic responsibilities and preventive measures. Students will also explore social evils like dowry and child trafficking, understanding legal frameworks like RTI, RTE, and the Protection of Children from Sexual Offenses Act 2012. Additionally, they will learn about the human body's structure, emphasizing hygiene, sanitation, and disease prevention. Practical knowledge in home nursing and first aid will be covered, along with the promotion of physical and mental health. An introduction to yoga and exercise will encourage students to integrate wellness into their daily lives.

NCC Semester- IV Semester Syllabus

1.	Title of Course	NCC-4 (Semester-IV)	
2.	Nodal Department of HEI to run course	Coordinator of NCC (NCC Incharge, UoR)	
3.	Board Area/Sector	University	
4.	Sub Sector	College	
5.	Nature of Course -Independent/Progressive	Progressive	
6.	Requisite	Qualified in NCC-III (Semester-III)	
7.	Number of Seats	As per Vacancies allotted by Unit/DG NCC	
8.	Course Code-VAC-64F-207	Credits-02 (1 Theory & 2 Practical Hours per Week)	
9.	Scheme of Examinations	As per SNCCO (Concern Unit ANO can provided the marks according the Cadets preformation in NCC Training)	
	Max Marks	50	
	Minimum Marks	20	
10.	Is this course is based on outside Partners/Institutions/Industry/Govt. Org. etc?	Yes	No
11.	If Yes, Name of proposed outside Partners/Institutions/Industry/Govt. Org. etc?	NCC Unit/ NCC office, Jaipur	
12.	<p>Course 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. One of the primary objectives of the NCC course is to develop leadership qualities among the cadets. Through various training activities, including drill exercises, obstacle courses, and team-building exercises, the course 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.</p>		
13.	<p>Syllabus (Semester-III) Total Hours-15 (Credits-01) Practical -30 Hours (Credits-02) Unit-I: Adventure Unit-II: Environment , Awareness and Conservation Unit-III: Communications Unit-IV: Disaster Management</p>		

Unit wise details of the Value Added Course (NCC-III)

Unit	Title of Unit	Course Content	Theory Hours	Practical Hours
Unit-I	Adventure	Para Sailing, Slithering, Rock Climbing, Cycling/ trekking	2	

Unit-II	Environment , Awareness and Conservation	Natural Resources – Conservation & Management, Water Conservation & Rainwater harvesting, Waste Management, Pollution Control; Water, Air, Noise and Soil, Energy Conservation, Wildlife Conservation: Projects of India	5	30
Unit-III	Communications	Importance of Communications, Means of communication, Modern Methods of Communication	3	
Unit-IV	Disaster Management	Civil Defence Organisation and its duties/NDMA, Types of emergencies / Natural Disasters, Fire Services & Fire fighting, Traffic control during Disaster under Police Supervision, Essential services and their Maintenance, Assistance during Natural/Other Calamities: Flood/Cyclone/Earth Quake/Accident etc. Setting up of relief camp during Disaster, Collection & Distribution of Aid material	5	

Reference Books

- Chatterjee, S. (2007). *Adventure Sports in India*. Wisdom Press.
 - Singh, S. (2014). *Environmental Science and Ethics*. IK International Publishing House.
 - Reddy, K. R. (2016). *Environmental Management*. Paramount Publishing House.
 - Malhotra, A., & Agnihotri, V. (2011). *Communication*.
 - Gupta, H. K. (2003). *Disaster Management*. Universities Press.
- NCC Cadets Hand Book *Concepts and Skills*. Rupa Publications.

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Examination Scheme (Programme Evaluation Methods)

S.No.	Parameters	Max Marks
1	Entries in Daily Diary	05
2	Synopsis Project	10
3	Participation in NCC Training	10
4	Participation in Social Service and Community Development (SSCD)	25*

*Evaluation of SSCD:

S.No.	Parameters	Max Marks
1	Presentation/Video/Photographs submit with report	05
2	Day Significations	10
3	Participation in Puneet Sagar, Sawach Bharat, Quiz, Social Awareness and Jagrukata rally and other	10

SSCD Activities	
Total	25

Course Learning Outcome

The students will develop a comprehensive understanding of adventure activities such as para sailing, slithering, rock climbing, cycling, and trekking, gaining practical skills and confidence in these areas. They will also gain insights into environmental awareness and conservation, focusing on the management and preservation of natural resources, including water conservation, rainwater harvesting, waste management, and pollution control. The course emphasizes energy and wildlife conservation, with a particular focus on Indian conservation projects. Students will learn the importance of communication, exploring various means and modern methods to enhance their effectiveness in personal and professional interactions. In the realm of disaster management, students will understand the roles and responsibilities of civil defense organizations and the National Disaster Management Authority (NDMA). They will learn about different types of emergencies and natural disasters, acquiring skills in fire fighting, traffic control, and maintaining essential services during crises. The course will also cover the setup and operation of relief camps, as well as the collection and distribution of aid materials during disasters such as floods, cyclones, earthquakes, and accidents.

Value Added Courses
Content Writing
(2 Credits)

Semester	Code of the Course	Title of the Course/Paper		NHEQF Level	Credits
III	VAC-63T-208/ VAC-64T-208	Content writing		6	2
Level of Course	Type of the Course	Credit Distribution		Offered to NC Student	Delivery Type of the Course
		Theory	Practical		
Introductory	Value Added	2	-	Yes	30 Hours Theory
Prerequisites	XII Pass				
Objectives of the Course:	Objectives: This course aims to train students for career in Content writing. <ul style="list-style-type: none"> • To create unique useful and compelling content on a topic. • To inform the students to develop content as per the business concept. • To encourage and guide students to write keywords that allows the site visitors • To get the information quickly and efficiently • To equip students to write quality content and run their own blogs or sites. 				

**Examination Scheme-
Regular Students –**

Type	Paper code and Nomenclature	Duration of Examination	Maximum Marks (Midterm + EoSE)	Minimum Marks (Midterm + EoSE)
Theory	VAC-63T-210/ VAC-64T-210 Electoral Literacy	1 Hr-MT 1 Hr- EoSE	10 Marks-MT 40 Marks-EoSE	4 Marks-MT 16 Marks-EoSE

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 University

Question paper for **Content Writing** will be so set that it has 40 multiple choice questions (Bilingual) of one mark each. The Question paper will be of duration of 1 hour. The examinees will have to give their answers on OMR sheet only to be provided by the University whose evaluation will be done based on OMR Scanning Technology.

Non-Collegiate Students –

Type	Paper code and Nomenclature	Duration of Examination	Maximum Marks (EoSE)	Minimum Marks (EoSE)
Theory	VAC-63T-210/ VAC-64T-210 Electoral Literacy	1Hr	50 Marks	20 Marks

Question paper for **Electoral Literacy** will be so set that it has 50 multiple choice questions (Bilingual) of one mark each. The Question paper will be of duration of 1 hour. The examinees will have to give their answers on OMR sheet only to be provided by the University whose evaluation will be done based on OMR Scanning Technology.

Detailed Syllabus

Unit wise Details of the Value Added Course

Unit I: Basics of Content Development (6 lectures)

- The Concept of Content Writing and its relevance
- Role and Functions of Content Writers

Unit II: Types of Content writing (8 lectures)

- The process of Content Writing, Editing and Proof-Reading,
- Writing Styles;
- Types of Content writing-Print and web content development

Unit III: Skills for Content writing (8 lectures)

- Different content writing formats
- Major skills for writing quality content
- Strategies in producing high quality content

Unit IV: Developing Plagiarism free content (8 lectures)

- Meaning and concept
- Types of Plagiarism, rules on plagiarism
- How to develop plagiarism-free content
- Copyright issues

Suggested Books/ References /Web links (if available)

Essential Readings/ Online Resources

- 1. Content Writing for the Web -Kristine Halverson
- 2. The Content Strategy Toolkit -Kristine Halverson, Melissa Rach, Megan Casey

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

After completion of course students will be equipped with:

1. The basic concepts of creative writing and content development
2. The knowledge of various styles and techniques of writing and editing
3. The polished creative and critical faculties
4. Better opportunities of employability

**Value Added Courses for Semester III and IV in UG Programmes
(2 Credits/ semester for Semester) III and IV**

1	Title of course- Cyber Law and Ethics	
2	Nodal Department of HEL to runcourse	All College Units
3	Broad Area/Sector	ICT Tools
4	Number of Seats-	60 students per batch
5	Course Code- VAC-63T-209/VAC-64T-209	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: 1 hours Exam pattern: MCQ, 40 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 : Introduction to Cyber Law Unit II : Information Technology Act Unit III : Cyber Ethics Unit IV : Intellectual Property & Ethical Decision	

Objectives:The course aims to describe frameworks and methodologies for discussion and resolution of ethical problems about cyberspace. Specific legal and ethical cases will be discussed to highlight issues with high impact on human societies arising from the use of computer and cyber technology.

Unit wise Details of the Value Added Course

Particulars	Presentations cum Practice Hours with individual and group activity.
Unit I:Introduction to CyberLaw	08
Evolution of computer technology, emergence of cyber space. Cyber Jurisprudence, Jurisprudence and law, Doctrinal approach, Cyber Ethics, Cyber Jurisdiction, Cyberspace, Web space, Web hosting and web Development agreement, Legal and Technological Significance of domain Names, Internet as a tool for global access.	
Unit II : Information Technology Act	08
Overview of IT Act, 2000, Amendments and Limitations of IT Act, Digital Signatures, Cryptography, Electronic Governance, Legal Recognition of Electronic Records, Legal Recognition of Digital Signature, Certifying Authorities, Cyber Crime and Offences, Network Service Providers Liability, Cyber Regulations Appellate Tribunal, Penalties and Adjudication.	
Unit III : Cyber Ethics	06
The Importance of Cyber Law, Significance of cyber Ethics, Need	

for Cyber regulations and Ethics. Ethics in Information society, Introduction to Artificial Intelligence Ethics: Ethical Issues in AI and core Principles, Introduction to Block chain Ethics.	
Unit IV: Intellectual Property & Ethical Decision	08
Intellectual Property, Copyright; Patent; Trade Secrets; Intellectual Property Issues: Plagiarism, Reverse Engineering, Open Source Code, Competitive Intelligence, Trademark Infringement, and Cybersquatting. Quality and its Importance; Strategies for Developing Quality Software; Use of Contingent Workers; H-IB Workers; Outsourcing; Whistle-Blowing; Green Computing	
Total	30 hours
Requisite: Basic knowledge of Computer Applications.	

Suggested Books/ References /Web links (if available)

(a)	Books:	<p>Essential Readings/ Online Resources</p> <ol style="list-style-type: none"> 1. Ethics for the Information Age. M.J.Quinn. Pearsons Publishing, 2017. 2. Readings in CyberEthics: A systematic Introduction, R.A. Spinello, H.T. Tavani. Jones and Bartlett, 2004. 3. Ethics in Information Technology, Sixth Edition, GeorgeW.Reynolds. 4. Ethics and Technology: Controversies, Questions, and Strategies for Ethical Computing, Fifth Edition, HermanT.Tavani, John Wiley and Sons, 2016. 5. Ethics for Information Age, Eighth Edition, MichaelJ.Quinn, Pearson.
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Programme Specific Outcome (As per the directions of UGC Framework for UG Programmes)

1. Remember the broad set of technical, social & political aspects of Cyber Security.
2. Understand the importance of ethical hacking, its tool and ethical hacking process.
3. Analyze security principles to system design.
4. Understand the methods for authentication, access control, intrusion detection and prevention in Cyber Security
5. Develop an understanding of ethical and socio-technical challenges faced by an ICT professional, including human factors, accessibility and usability.
6. Evaluate the role of standards, codes of conduct and legislative/regulatory obligations on the level of professionalism of the ICT industry.

Syllabus

VAC-63T-210/VAC-64T-210 – ELECTORAL LITERACY

Semester	Code of the Course	Title of the Course/Paper			NHEQF Level	Credits
III	VAC-63T-210/ VAC-64T-210	Electoral Literacy			6	2
Level of Course	Type of the Course	Credit Distribution		Offered to NC Student	Delivery Type of the Course	
		Theory	Practical			
Introductory	Value Added	2	-	Yes	30 Hours Theory	
Prerequisites		XII Pass				
Objectives of the Course:		<p>Objectives:This course aims to educate students on the electoral process in India, the importance of civic engagement, and how to make informed voting decisions. Students will:</p> <ol style="list-style-type: none"> 9. Understand the historical context and evolution of the electoral system in India. 10. Learn the structure and function of the Indian government and electoral bodies. 11. Analyze the importance of voter registration and participation. 12. Develop critical thinking skills to evaluate candidates and policies in India. 13. Gain knowledge about different electoral systems and practices worldwide, with a focus on India. 				

Examination Scheme- Regular Students –

Type	Paper code and Nomenclature	Duration of Examination	Maximum Marks (Midterm + EoSE)	Minimum Marks (Midterm + EoSE)
Theory	VAC-63T-210/ VAC-64T-210 Electoral Literacy	1 Hr-MT 1 Hr- EoSE	10 Marks-MT 40 Marks-EoSE	4 Marks-MT 16 Marks-EoSE

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 University

Question paper for **Electoral Literacy** will be so set that it has 40 multiple choice questions (Bilingual) of one mark each. The Question paper will be of duration of 1 hour. The examinees will have to give their answers on OMR sheet only to be provided by the University whose evaluation will be done based on OMR Scanning Technology.

Non-Collegiate Students –

Type	Paper code and Nomenclature	Duration of Examination	Maximum Marks (EoSE)	Minimum Marks (EoSE)
Theory	VAC-63T-210/ VAC-64T-210 Electoral Literacy	1Hr	50 Marks	20 Marks

Question paper for **Electoral Literacy** will be so set that it has 50 multiple choice questions (Bilingual) of one mark each. The Question paper will be of duration of 1 hour. The examinees will have to give their answers on OMR sheet only to be provided by the University whose evaluation will be done based on OMR Scanning Technology.

Detailed Syllabus

Unit wise Details of the Value Added Course

Unit I: Constitution of India (08 lectures)

- Philosophy of the Constitution of India
- Indian Constitution at Work
- Election and Representation
- Elections and democracy
- Reservation of constituencies
- Free and fair elections
- Universal franchise and right to contest Independent Election
- The role of elections in Indian democracy

Unit II: History of Elections in India (08 lectures)

- Historical development of the electoral system in India
- Key milestones in the evolution of voting rights in India
- Excerpts from historical texts on Indian voting rights and suffrage movements
- Rationale of Free and Fair elections.
- Need for electoral reforms.

Unit III: Election system in India (08 lectures)

- Structure of Government and Electoral Bodies in India
- Structure of local, state, and central governments in India
- Structure and functions of the Election Commission of India
- Role and functions of the Election Commission of India
- Voter Registration and Participation in India

Unit IV: Voter Education (06 lectures)

- **Voter Education: An Undermined Necessity**
- Voter registration processes and requirements in India
- Barriers to voter participation in India
- Ways to increase participation in election process :
- Should Voting be made Mandatory by the State?
- Online Voting: the way forward
- **PRACTICAL WORK:**
 - Case studies of recent political campaigns in India
 - Group project on creating a mock political campaign
 - Workshop on how to register to vote in India

Suggested Books/ References /Web links (if available)

Essential Readings/ Online Resources

1. "India After Gandhi: The History of the World's Largest Democracy" by Ramachandra Guha
2. "The Verdict: Decoding India's Elections" by Prannoy Roy and Dorab R. Sopariwala
3. Election Commission of India's reports on recent elections
4. International reports on Indian elections by organizations like NDI and IFES
5. Reports on voter registration statistics and challenges in India

Online resources:

- (<https://eci.gov.in>)
- <https://www.nvsp.in>

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

1. Cultivate a sense of responsibility amongst students towards active and informed participation in the democratic process.
2. Encourage continuous learning and engagement with political and electoral issues in India.
3. Understand and articulate the steps involved in voter registration in India.
4. Identify barriers to voter participation and propose strategies to overcome them.
5. Understand the importance of free and fair elections and identify common threats to election integrity.
