



MAHARAJA SURAJMAL BRIJ UNIVERSITY
BHARATPUR (RAJASTHAN)

SYLLABUS FOR VALUE ADDED COURSES
(UNDER GRADUATE PROGRAMME)

I & II SEMESTER
EXAMINATION-2023-24


डॉ. अरुण कुमार पाण्डेय
उपकुलसचिव
प्रभारी अकादमिक प्रथम

MAHARAJA SURAJMAL BRIJ UNIVERSITY, BHARATPUR

List of Value Added Courses (VAC)

As Per NEP-2020

For Undergraduate Courses (Semester I/II) In Faculties of Arts/Science/Commerce/Fine Arts/Social Sciences

w.e.f. Academic Session 2023-2024

Introduction and objectives of Value Added Course

Value added meaning such courses which are done in addition to the curriculum. Value Added Courses are those that are designed to raise student's standards above and beyond the levels specified in the academic curriculum Value-added courses are included in the curriculum to improve student's employability. Value-added courses are taught by department faculty or by collaborating with the industry to bridge the gap between the curriculum and the needs of the industry.

Importance of Value Added Courses

The incorporation of value-added courses should concentrate on leveraging the talent and innovative capabilities of aspiring professionals to meet the needs of today's dynamic business environment. thus making the student more industry ready. The value-added programs supplement students learning and prepare them for the challenges of professional life. These programs enable students to gain a more holistic perspective and thus a better understanding of current industry challenges, as well as to gain and develop innovative and creative skills through a diverse range of course offerings.

Another pressing need for the addition of these courses in higher education institutions is to give students the option of designing their degree, thereby facilitating cross-disciplinary education, by allowing students to choose courses from multiple disciplines and allowing credit transfers and earning credits through MOOCs* and live projects. Integration of value-added courses provides students with the option of selecting a minor in addition to their major field of study, allowing credit transfer from one program to another, allowing students to choose courses from other programs, earning credits through live projects/community projects/workshops, taking a break after diploma and then continuing to earn a degree, transferring credits to other universities, and earning course credits through MOOCs. The list of such courses is as follows-


1. Anandam
- 2 Digital Enhancement
3. Understanding Indian Society & Culture
4. National Cadet Corps (NCC)-I (Semester-1)
5. National Service Scheme (NSS) -I (Semester-1)


डॉ. अरुण कुमार पाण्डेय
उपकुलसचिव
प्रभारी अकादमिक प्रथम

*MOOCs- Massive Open Online Courses

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

1	Title of course- A n a n d a m	
3	Nature of course- Independent/Progressive	No
4	Number of Seats-	60 students per batch
5	Course Code-.....	Credits-02(1Theory OR 2Practical Hours per week)
6	Scheme of Examination Maximum Marks Minimum Marks	Annexure-I (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 	


श्री. अरुण कुमार पाण्डेय
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 प्रभारी अकादमिक प्रथम

- 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

Examination Scheme:

Programme Evaluation Methods:

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

Evaluation of Group Projects (25 Marks)

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

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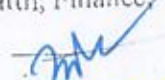
NEP-2020 based Syllabus
For
Value Added Courses for Semester I and II in UG Programmes
(2 Credits/ semester for Semester I and II)
VAC-2

1	Title of course-Digital Enhancement	
2	Nodal Department of HEI to run course	All College Units
3	Broad Area/Sector-	ICT Tools
4	Number of Seats-	60 students per batch
5	Course Code-.....	Credits-02(4 Hours per week)- Presentations/ Demonstration and Group Activity
6	Scheme of Examination Maximum Marks :50 Minimum Marks: 20	Internal Assessment : 10 Marks EoSE : 40 marks , Duration: 2 hours Exam pattern : MCQ , 80 questions. The responsibility of conducting and evaluating the Mid Semester Assessment is vested on the teacher designated as Course Coordinator. The End-Semester Examination shall be conducted by the concerned University.
7	Is this course is based on Outside Partners/ Institutions/ Industry/ Govt. Org. ?	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, Education, SSO-ID. 	


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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.Chandrasekhran, "Essential of Cloud Computing", CRC Press, 2014 • P.Kumar et al., "Emerging Technologies in Computing: Theory, Practice and Advances, CRC Press, Routledge, Taylor & Francis Group, , 1stEdn, 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.


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8

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


1	Title of course- Understanding Indian Society and Culture	
2	Nodal Department of HEI to run course	History
3	Broad Area/Sector-	Indian History
4	Number of Seats-	All students
5	Course Code-.....	Credits- 02 (2 Theory Hours per week)
6	Scheme of Examination Maximum Marks :50 Minimum Marks: 20	Internal Assessment: 10 Marks EoSE : 40 marks, Duration: 2 Hours Exam pattern: MCQ , 80 questions The responsibility of conducting and evaluating the Mid Semester Assessment is vested on the teacher designated as Course Coordinator. The End-Semester Examination shall be conducted by the concerned University.
7	Course Objective: The objective of this value-added course on the evolution of Indian society isto provides students with a comprehensive understanding of the historical, social, and cultural aspects of early and medieval Indian society. By studying various concepts, institutions, teachings, and artistic expressions, students will gain insights into the evolution of Indian society and its impact on contemporary culture. The course aims to foster critical thinking, cultural appreciation, and a deeper understanding of the roots of Indian civilization.	
8	Syllabus/ Guidelines UNIT I : Spiritual Concepts and Institutions 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 Ideas	Social ideas as depicted in the <i>Smritis</i> with special reference to <i>Manusmriti</i> . Political Ideas in ancient India with special reference to <i>Arthashastra</i>	07	-
III	Styles of Architecture	Temple Architecture Dravida Style Nagar Style Besar Style	07	-
IV	Cultural Synthesis	Indo-Saracenic cultural synthesis- with special reference to art and literature. Development of Mughal Painting	08	-
Total Hours			30	-

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


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


डॉ. अरुण कुमार पाण्डेय
उपकुलसचिव
प्रभारी अकादमिक प्रथम

- (2) P.V. Kane: *History of Dharmasastra*. 5 Vols, Bhandarkar Oriental Research Institute, Poona, 2nd ed., 1968-77. (Hindi translation of 5 vols. published by Uttar Pradesh Hindi Sansthan, Lucknow).
- (3) P.H. Prabhu: *Hindu Social Organisation*, Popular Prakashan, Bombay, 1940
- (4) N.K. Dutta: *Origin and Growth of Caste in India*, Vols. I & II, Combined Reprint, Calcutta, 1986
- (5) Rajbali Pandey: *Hindu Samskara (The Social and Religious Study of the Hindu Sacraments)* Varanasi (Also in Hindi), 1936
- (6) G.C. Pande: *Bharatiya Samaj - Tattvika aur Aitihasika 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 Banarsidas, 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 Shapathy ka Itihas*, Bihar Hindi Granth Akademi, 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.


डॉ. अरुण कुमार पाण्डेय
 उपकुलसचिव
 प्रभारी अकादमिक प्रथम

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

VAC-4

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


अरुण कुमार पाण्डेय
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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


डॉ. अरुण कुमार पाण्डेय
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2. **Discipline and Time Management:** NCC instills a sense of discipline and time management in cadets. They learn to follow rules and regulations, maintain punctuality, and develop a strong work ethic. Cadets are taught to manage their time effectively to balance their academic commitments and NCC activities, which helps them become more organized and efficient individuals.
3. **Physical Fitness:** Physical fitness is an important aspect of NCC training. Cadets engage in regular physical activities, including drill exercises, sports, and adventure activities, to enhance their fitness levels. The PSO focuses on improving their endurance, strength, agility, and overall physical well-being.
4. **Social Awareness and Responsibility:** NCC promotes social awareness and a sense of responsibility towards the community and the nation. Cadets are exposed to various social issues and are encouraged to actively participate in social service activities such as cleanliness drives, blood donation camps, and awareness campaigns. They develop empathy, compassion, and a sense of civic duty.
5. **National Integration and Cultural Understanding:** NCC fosters national integration and cultural understanding among cadets. It brings together young people from diverse backgrounds and provides a platform for them to interact and appreciate different cultures, languages, and traditions. Cadets learn to respect and value the rich cultural heritage of their country and develop a sense of unity and brotherhood.
6. **Self-Confidence and Self-Development:** NCC aims to boost the self-confidence and overall personality development of cadets. Through various activities like public speaking, personality development sessions, and exposure to challenging situations, cadets learn to overcome their fears and develop a positive self-image. They gain confidence in their abilities and become more self-assured individuals.
7. **Crisis Management and Disaster Preparedness:** NCC equips cadets with the skills and knowledge necessary to respond effectively in crisis situations and natural disasters. They receive training in first aid, disaster management, and rescue operations. Cadets learn to remain calm under pressure, make quick decisions, and provide assistance to those in need.
8. **Ethics and Values:** NCC emphasizes the importance of ethics, values, and integrity. Cadets are encouraged to uphold moral and ethical principles in all aspects of life. They learn to distinguish between right and wrong, and develop a strong sense of integrity, honesty, and accountability.
9. **Teamwork and Interpersonal Skills:** NCC focuses on developing teamwork and interpersonal skills among cadets. They learn to work collaboratively in a team, respect diversity, and effectively communicate with others. Cadets understand the significance of cooperation and coordination in achieving common goals.
10. **Environmental Awareness and Conservation:** NCC promotes environmental awareness and conservation among cadets. They learn about environmental issues, sustainable


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


डॉ. अरुण कुमार पाण्डेय
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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 semester)
VAC-5

1.	Title of Courses	National Service Scheme (NSS)-1
2.	Nodal Department of HEI to run course	NSS Coordinator of University
3.	Hours	60 Hours per semester
4.	No. of seats	100 students in each NSS unit
5.	Course Code	
6.	Scheme of Examination	Annexure-3 (Attached)
7.	Maximum marks	50
	Minimum marks	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: Theory Weight -15 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> <ol style="list-style-type: none"> 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>Unit-02: NSS Programmes and Activities (5)</p> <ol style="list-style-type: none"> 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>Unit-03: Understanding demography of adopted Slum (4)</p> <ol style="list-style-type: none"> a) Survey to understand various problems in the society b) Awareness programmes (Human rights, cleanliness programme etc.) c) Development of slums through various awareness activities d) Shramdaan 	


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