

A scenic landscape featuring a vibrant green field in the foreground, a line of trees in the middle ground, and a bright orange and yellow sunset sky in the background. The text "Value Addition Course" is overlaid in white on the right side of the image.

Value Addition Course

VALUE ADDED COURSES

Total number of papers are: 19

**To be studied: In 1st, 2nd, 3rd and 4th
semester**

(One in each semester)

Each VAC carries: 2 (two) credits

One credit of theory (T): 1 hr/week

One credit of practical (P): 2 hrs/week

Distribution of hours for various VACs

Value Added Courses (Each carries 2 credits)	Weekly hours of	
	Theory	Practical
Ayurveda and Nutrition	1	2
Constitutional Values and Fundamental Duties	1	2
Culture and Communication	1	2
Digital Empowerment	0	4
Emotional Intelligence	1	2
Ethics and Culture	1	1
Ethics and Values in Ancient Indian Traditions	1	2
Financial Literacy	1	2
Fit India	0	4
Gandhi and Education	1	2

Value Added Courses (Each carries 2 credits)	Weekly hours of	
	Theory	Practical
National Cadet Corps-I	1	2
Panchkosha: Holistic Development of Personality	1	2
Social and Emotional Learning	1	2
Swachchh Bharat	1	2
Vedic Mathematics-I	1	2
Yoga: Philosophy and Practice	1	2
भारतीय भक्ति : परम्परा और मानव मूल्य	1	2
साहित्य संस्कृति और सिनेमा	1	2
सृजनात्मक लेख के आयाम	1	2

Exclusion Riders set by the college

1. Constitutional Values and Fundamental Duties - **NOT TO BE** opted by students of B.A. (H) Pol. Sc. or B.A. (Prog.) with Pol.Sc.
2. Emotional Intelligence- **NOT TO BE** opted by students of B.A. (H) Psychology or B.A. (Prog.) with Psychology
3. Financial Literacy - **NOT TO BE** opted by students of B.Comm. (H), B.Comm.(Prog.) or B.A. (H) Economics
4. Gandhi and Education- **NOT TO BE** opted by students of B.A. (H) Pol. Sc. or B.A. (Prog.) with Pol.Sc. or B.A. (H) Philosophy or B.A. (Prog.) with Philosophy
5. Reading Indian Fiction in English - **NOT TO BE** opted by students of B.A. (H) English or B.A. (Prog.) with English

6. The Art of Being Happy- NOT TO BE opted by students of B.A. (H) Psychology or B.A. (Prog.) with Psychology

7. Social and Emotional learning NOT TO BE opted by students of B.A. (H) Psychology or B.A. (Prog.) with Psychology combination

8. Ethics and Values in Ancient Indian Traditions NOT TO BE opted by students of B.A.(H) Philosophy or B.A Prog with Philosophy combination

9. Ethics and Culture NOT TO BE opted by students of B.A.(H) Philosophy or B.A Prog with Philosophy combination

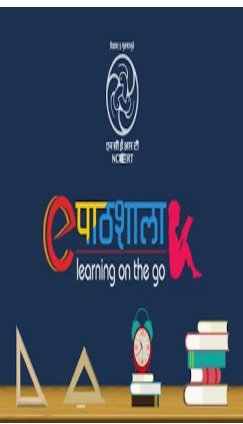
10. Science and Society NOT TO BE opted by students of B.SC(H) Physics, Chemistry, Botany, Zoology , Bio- Chemistry and B.Sc Life Science

DIGITAL EMPOWERMENT

VALUE ADDITION COURSE

Department of Chemistry
Presenter – Dr. PREETI CHADHA





- Digital Empowerment course is a very interesting and relevant in today's world. Let's understand how.
- Today, we are living in a world where we perform most of our activities in digital modes. For example attending lectures, ordering food or cab, making payments, paying our bills, shopping, sharing opinion and discussing with our friends.
- The digital world brings multiple benefits to us such as it saves time, enables us to do complex tasks with great ease, brings every information at our tips, saves us physical storage to store several documents in digital format in Google drive etc.
- Similar to real world, the digital world also has bad elements who can exploit the system's weaknesses for their advantage by doing cyber crimes like financial scams, spreading fake news, placing viruses and then demand ransom etc.
- Hence it becomes essential that we stay alert and become fully aware of the digital world surrounding us, so that we can reap the benefits to fullest but do not fall into the trap of bad elements.



Course Objectives

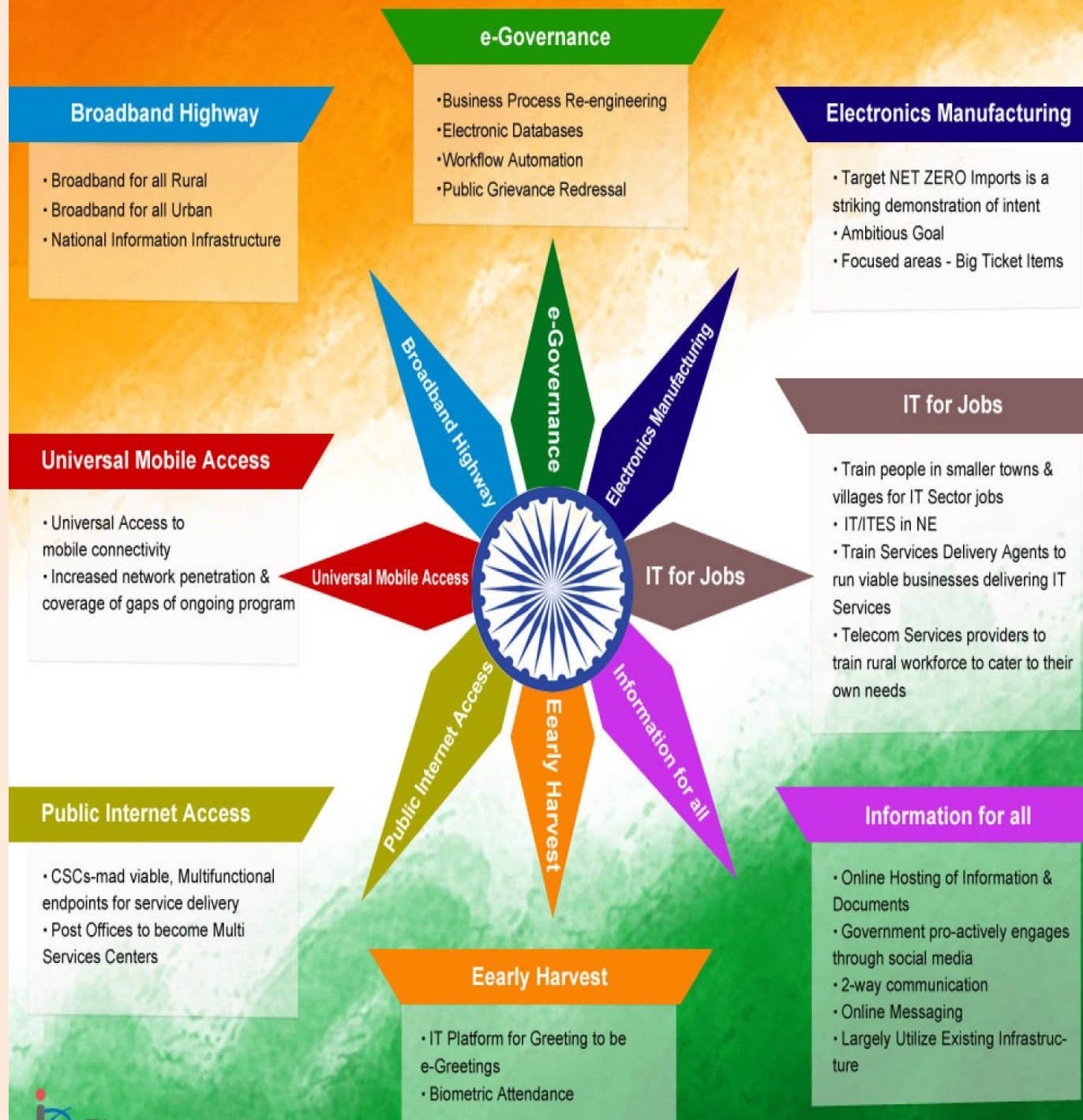
Credits/ Credit Distribution – 2
(Lecture – 0; Practical – 2)

Eligibility Criteria – XII

Prerequisites of the Course -
None



THE 9 COMPONENTS OF DIGITAL INDIA PROGRAMME



Curriculum



Unit I: Digital inclusion and Digital Empowerment

Needs and challenges, Vision of Digital India: DigiLocker, E-Hospitals, e-Pathshala, BHIM, e-Kranti (Electronic Delivery of Services), e-Health Campaigns
Public utility portals of Govt. of India such as RTI, Health, Income Tax filing, Education



Unit II: Communication and Collaboration in the Cyberspace

Electronic Communication: electronic mail, blogs, social media, Collaborative Digital platforms Tools/platforms for online learning, Collaboration using file sharing, video conferencing



Unit III: Towards Safe and Secure Cyberspace

Online security and privacy, Threats in the digital world: Data breach and Cyber Attacks, Blockchain Technology, Security Initiatives by the Govt of India



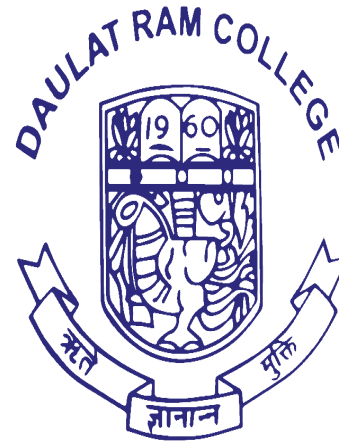
Unit IV: Ethical Issues in Digital World

Netiquettes, Ethics in digital communication
Ethics in Cyberspace

Employment Opportunities

- Digital Empowerment opens up avenues for **entrepreneurship, employment** and **economic growth**.
- Digital platforms and tools enable individuals to **start businesses**, access global markets and leverage online marketplaces.
- By fostering digital skills and promoting entrepreneurship programs, individuals can capitalise on the digital economy, creating opportunities **for income generation, job creation** and **economic advancement**.

THANK YOU



VAC PROGRAM BY- Dr. Manoj Trivedi
Assistant Professor Department of Chemistry
DAULAT RAM COLLEGE
2024

Introduction

FIT INDIA Movement was launched on 29th August 2019 by Honorable Prime Minister with a view to making fitness an integral part of our daily lives. The mission of the Movement is to bring about behavioral changes and move towards a more physically active lifestyle. Toward achieving this mission, Fit India proposes to undertake various initiatives and conduct events to achieve the following objectives:



Major Objectives for This Program

- To promote fitness as easy, fun, and free.**
- To spread awareness on fitness and various physical activities that promote fitness through focused campaigns.**
- To encourage indigenous sports.**
- To make fitness reach every school, college/university, panchayat/village, etc.**
- To create a platform for citizens of India to share information, drive awareness, and encourage sharing of personal fitness stories.**

Fitness Mantra



Fit India Mission encourages people to become part of the Fit India Movement by inculcating at least 30-60 minutes of physical activities in their day-to-day lives. The mission of the Movement is to bring about behavioral changes and move toward a more physically active lifestyle.



Learning Outcomes

- ❑ Adopting a Healthy Lifestyle.
- ❑ Knowledge of Nutrition, Diet, and Psycho-physiological Aspects of Fitness.
- ❑ Develop Self-esteem, Self-confidence, Self-discipline, and Team Spirit as Indicators of Fitness.



Fitness Protocols and Guidelines for 5-18 Years



Manu Bhaskar First Women Shooter to win Bronze Medal at 2024 Paris Olympic Games.

मनु भाकर ने 10 मीटर एयर पिस्टल में ब्रॉन्ज जीता, शूटिंग में मेडल दिलाने वाली पहली महिला



An alumnus of Delhi University's Lady Shri Ram College For Women(LSR-DU)

THANK YOU

FINANCIAL LITERACY

VALUE ADDED COURSE

(2 credits: 1 lecture+ 1 practical per week)

What is financial literacy?

- Knowledge and skills to make informed financial decisions.
- It pertains to the spending, saving, and investment habits of people.
- It also involves the knowledge of the banking, insurance, and investment products, and the tax structure.



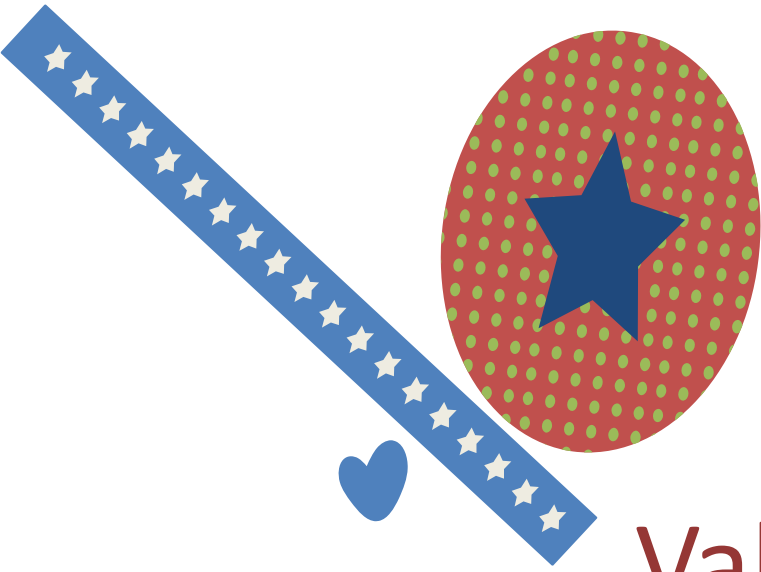
Benefits of financial literacy

- It helps us support life goals like saving for education, health, and retirement.
- It enables us to create a budget and handle debt responsibly.
- It makes us self sufficient in making financial decisions like making investments or starting a business.
- It empowers us with life skills like filing income tax returns.

Career prospects with financial literacy

- Wealth/investment manager
- Banking professional
- Financial literacy educator
- Community services related to handling financial products
- Tax consultant

THANK YOU



Value Addition Course

SOCIAL AND EMOTIONAL LEARNING

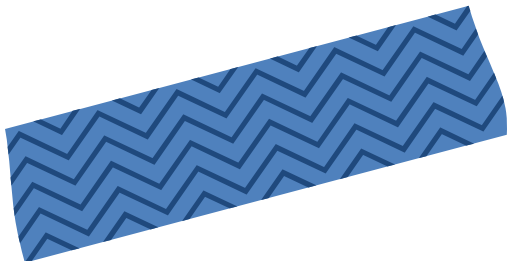
Presented by

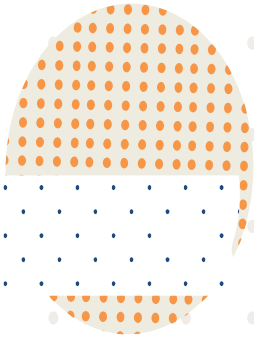
Dr. Vandana

Assistant Professor

Department of English

Daulat Ram College





Learning Objectives



01

- social and emotional awareness
- personal and social well-being
- becoming aware of oneself and the society

02

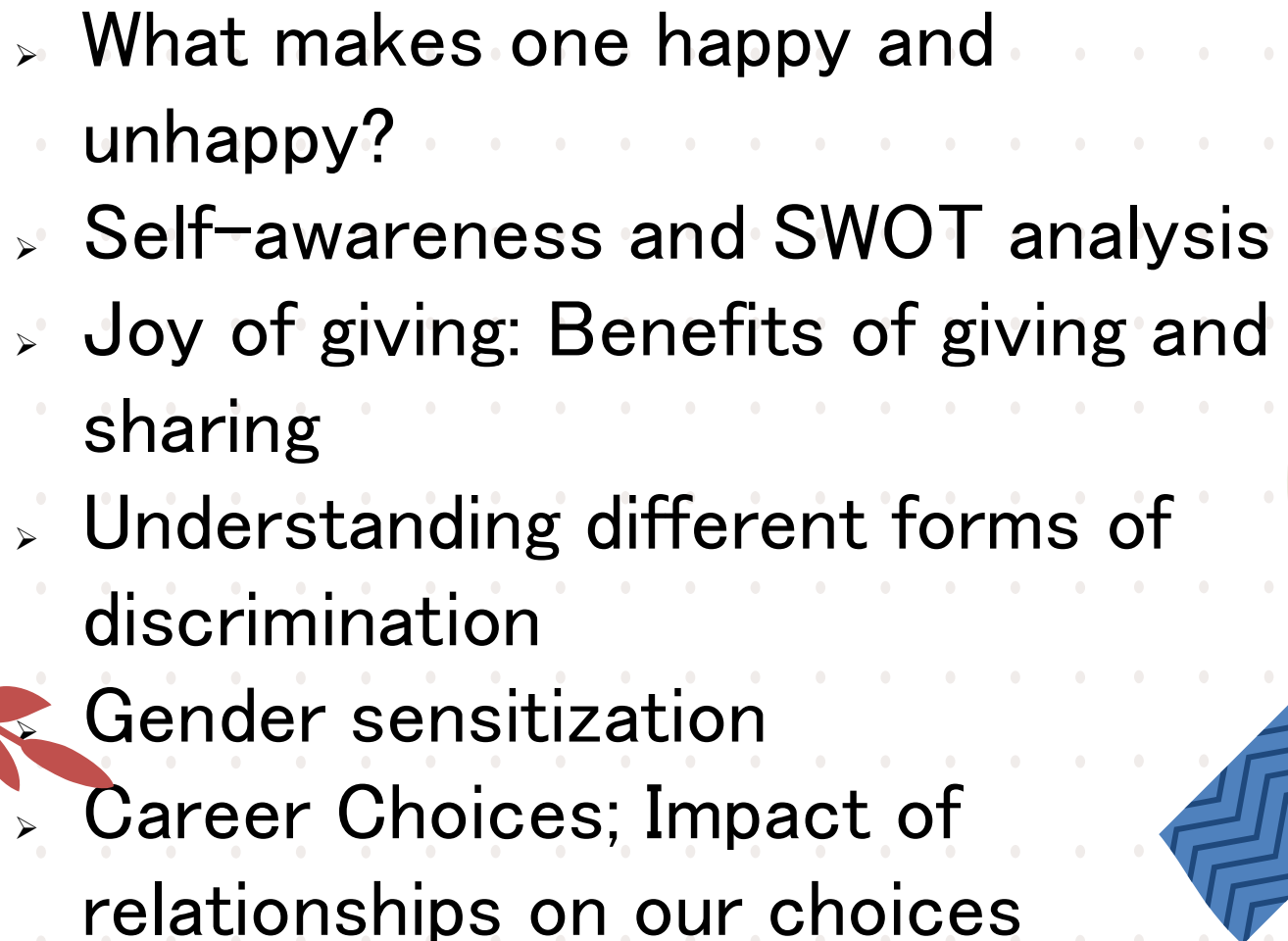
- cultivating sensitivity towards discriminatory practices and exploring possible solutions.
- making informed lifestyle choices and extend the self in the joy of giving.

03

- developing empathy, compassion, connect with nature and evolving emotionally to create a more harmonious society.



Outline of Activities and Discussion Topics

- 
- What makes one happy and unhappy?
 - Self-awareness and SWOT analysis
 - Joy of giving: Benefits of giving and sharing
 - Understanding different forms of discrimination
 - Gender sensitization
 - Career Choices; Impact of relationships on our choices
 - Peer pressure and substance abuse



Outline of Activities and Discussion Topics

- Dealing with stress and disappointment
- Coping Skills to deal with Examination pressure
- Different ways of a healthy lifestyle
- Connection with Nature
- Writing and maintaining a Gratitude Journal
- Mindfulness
- Community interaction and social work
- How social media is creating identity in digital era?



Project Work

Students will be encouraged to engage in social work group activities like:

- helping the elderly at old age homes, or
- educating children at an orphanage/slum area, or
- helping a differently abled person in recording their class notes, etc., or
- donating old towels and blankets to a local animal shelter, or
- donating food items to rickshaw pullers

Syllabus

UNIT 1

Introduction -
Self-Awareness
and Happiness

UNIT 2

Social
Relationships &
Mindfulness

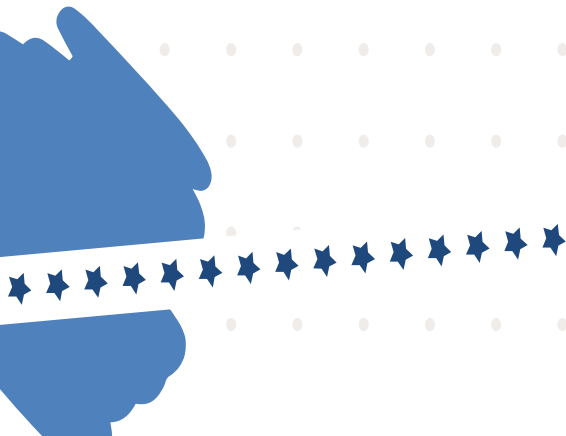
UNIT 3

Identity, Self-
Image, Status,
Self-Worth-
Digital Identity

UNIT 4

Lifestyle Choices
& Stress and Its
Management

To do



Course Structure

30
marks

40
marks

10
marks

Theory

Duration of
Theory Exam =
1 Hour


CA
10 marks

IA

**TOTAL
CREDITS =2**

1L+1P

THANK YOU



**भारतीय भक्ति
परंपरा और
मानव मूल्य**

**VALUE ADDITION COURSES
(VAC)
CREDITS- 2**

Learning objectives

प्राचीनता और अखिल भारतीयता की भावना जागृत करना

भारतीय भक्ति की महान परंपरा, प्राचीनता और इसके अखिल भारतीय स्वरूप से छात्रों का परिचय कराना

भारतीय भक्ति परंपरा के माध्यम से छात्रों में मानव मूल्यों और गुणों को जगाकर उनका चारित्रिक विकास करना और एक अच्छे मनुष्य का निर्माण करना

छात्रों को भारतीय नैतिक, सांस्कृतिक और सामाजिक मूल्यों के प्रति जागरूक करना ।

भारतीय भक्ति परंपरा के माध्यम से राष्ट्रीयता और अखिल भारतीयता की भावना जागृत करना।

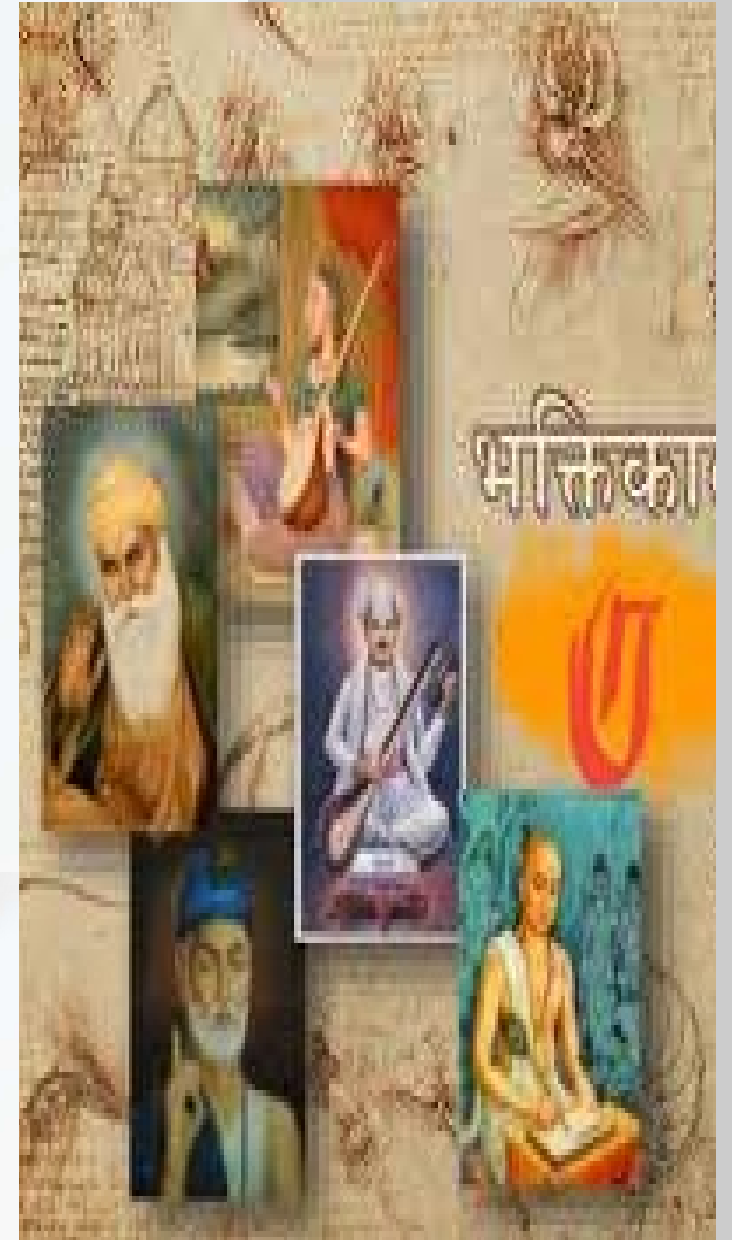
LEARNING OUTCOMES

★ ★ ★ भारतीय भक्ति परंपरा के माध्यम से छात्रों में मानव मूल्यों और गुणों को विकास होगा और वे एक अच्छे और चरित्रवान मनुष्य बन सकेंगे ।

★ ★ ★ भारतीय भक्ति परंपरा के सांस्कृतिक और सामाजिक पक्षों की जानकारी हो सकेगी ।

★ ★ ★ भक्ति की प्राचीनता और अखिल भारतीय स्वरूप की जानकारी से राष्ट्रीयता और अखिल भारतीयता की भावना जागृत और मजबूत होगी ।

★ ★ ★ प्रमुख भक्त कवियों का परिचय और उनके विचारों की जानकारी हो सकेगी ।



पाठ्य क्रम

UNIT-I भारतीय भक्ति परंपरा

UNIT-II भारत के कुछ प्रमुख
भक्त और उनके विचार

UNIT-III मानव मूल्य और
भक्ति



घन्यवाद

Value Addition Course
मूल्य संवर्द्धन पाठ्यक्रम

सृजनात्मक लेखन के आयाम

डॉ. संतोष सैन
हिन्दी विभाग

इकाई-1

- सृजनात्मक लेखन
- अर्थ
- स्वरूप और बोध
- परिवेश
- सृजनात्मक लेखन और व्यक्तित्व निर्माण

इकाई-2

- सृजनात्मक लेखन और भाषिक संदर्भ
- भाव और विचार का भाषा में रूपांतरण
- साहित्यिक भाषा की विभिन्न छवियाँ
- प्रिन्ट तथा इलेक्ट्रॉनिक माध्यमों के लिए लेखन

सृजनात्मक लेखन के विविध आयाम

- कविता लेखन
- गीत लेखन
- लघु कथा लेखन
- हास्य-व्यंग्य लेखन
- पल्लवन, संक्षेपण, अनुच्छेद लेखन
- डायरी, संस्मरण, यात्रा वृत्तांत, साक्षात्कार, भेंटवार्ता लेखन आदि

सृजनात्मक लेखन के तीन मुख्य क्षेत्र:-

- साहित्य (डायरी, संस्मरण, यात्रा वृत्तान्त, साक्षात्कार, भेंटवार्ता)
- मीडिया (प्रिन्ट और इलेक्ट्रॉनिक)
- अनुवाद

घन्यवाद

Value Addition Course

**Paper Title- Culture and
Communication**

**Semester I
Nodal Department:**

Department of History



VASUDHAIVA KUTUMBAKAM

"THE WORLD IS A FAMILY"

Course Structure

Unit I: Ethical Values from Indian Cultural Heritage:

Vasudhaiva Kutumbakam, United We Stand, Divided We Fall,
Ek Bharat, Shresht Bharat

Unit II: Developing Life Skills :

Empathy, Adaptability, Conserving our natural resources, Sharing
knowledge resources

Unit III: Effective Communication in Everyday Life:

Empathetic listening, considerate speaking, analytical reading,
informed writing

Assessment Methods: Internal Assessment: 25% , End Semester Theory Exam: 25%,
Practical: 50%

Key Features:

- To focus on traditional values disseminated from Indian cultural heritage.
- To understand the interconnections between the legacy of our past and needs of our contemporary society.
- To learn to adapt, interact and celebrate our diversity and pluralistic culture.
- To engage in a dialogue between the past and the present and inculcate the best principles towards a meaningful life.
- To develop communication skills in speaking, listening, reading and writing and apply them in our quotidian life as young citizens of contemporary India.
- To integrate ethical values and life skills.

Outcome:

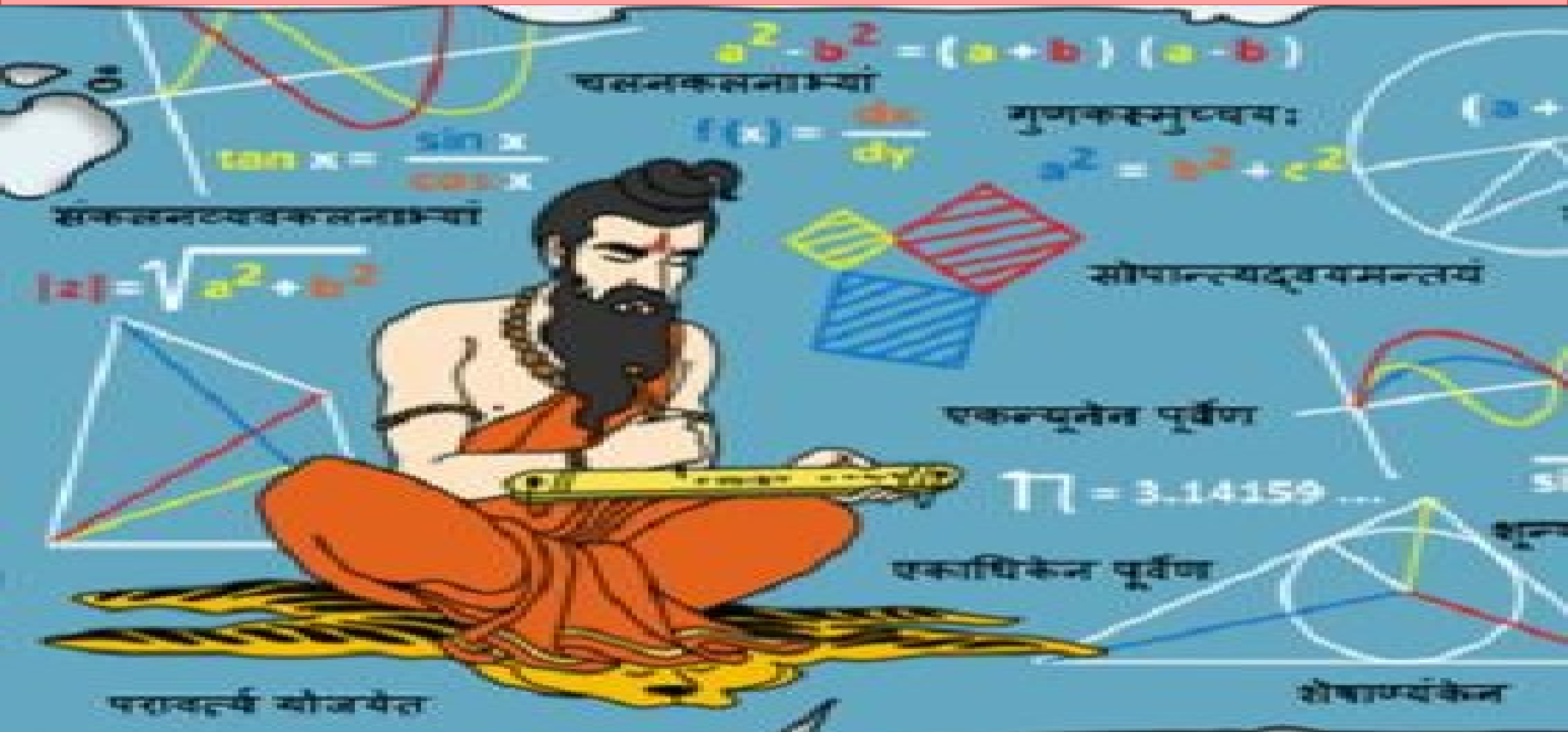
- Students will be able to appreciate the relevance of ancient Indian wisdom and core ethical values in our contemporary life.
- Students will be encouraged to involve themselves in team work and group activities to address challenges faced in metropolitan cities.
- Students will be able to develop communication skills, that is, analytical reading, empathetic listening, considerate speaking as well as informed writing.
- Extension activities will equip the students, drawn from diverse backgrounds, with life skills and confidence to integrate with a multicultural environment and work towards an inclusive community.
- Students will be encouraged to envisage and work towards an ethically robust society and thereby strengthen the nation.

Practical aspects: As hands-on experience is an essential component of the course, this section will focus on the practical aspects to correlate with the fundamental principles and learnings of the theory portion. Students will be encouraged to use the communication tools learnt through Unit 3 and corroborate the continuities of core principles studied in Unit 1 and 2.

- Students will be asked to conduct surveys/interviews in their neighbourhood or commuting routes to assess the nature and quality of negotiating our cultural diversity and pluralist traditions.
- Students would be assigned visits to old-age homes, hospitals, cancer wards, etc. to interact and write about their experiences with old people, caregivers, patients, nursing staff, helpers, etc.
- They will also be assigned visits to historically important places and monuments within the city and also converse with the tourists in order to trace a comprehensive view of the rich cultural history of India. They may create video documentaries, take and record tourists' interviews and/or write a journal entry of the visit using the communication skills learnt.
- Students shall make group presentations or individual reports on the activities undertaken. Discussions with classmates and the teacher shall be undertaken to evolve clarity of vision on the ethical values and effective communication skills learned through this course.

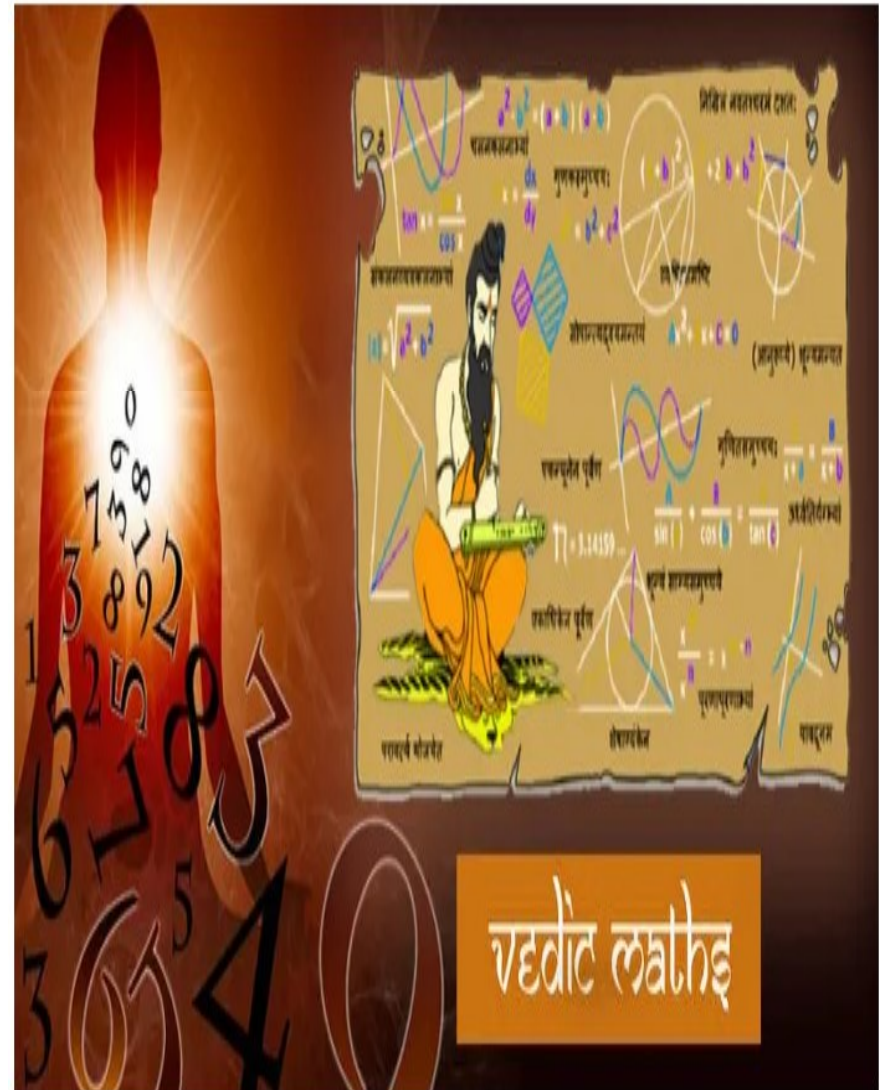
Vedic Mathematics-I

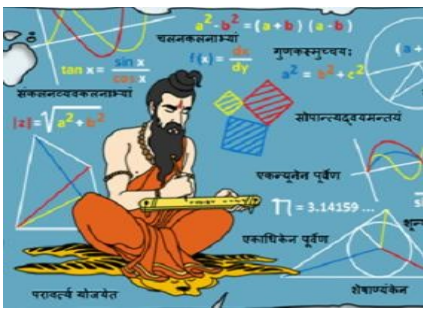
Department of Mathematics



Course objective and Learning Outcomes

- Overcomes the fear of mathematics
- Improves Critical Thinking
- Familiarity with the mathematics underpinnings and techniques
- Ability to do mathematics faster and with ease
- Appreciate the mathematical advancements of Ancient India





History of Vedic Mathematics

- ❖ The numerical system of 1 to 9, the place value system, decimal and fractional numbers, etc. India had all these during the Vedic period itself.
- ❖ Pythagoras Theorem had already been described by Baudhayan, in his Shulva Sutras.
- ❖ Value of Pi had also been described by Baudhayan, in his Shulva-Sutras.
- ❖ Acharya Lagadh Muni wrote “Just as on the top of the peacock is the crest and on the head of the serpent is the Cobra Pearl, in the same way, among all the Vedang Shastras, Mathematics is at the top.”

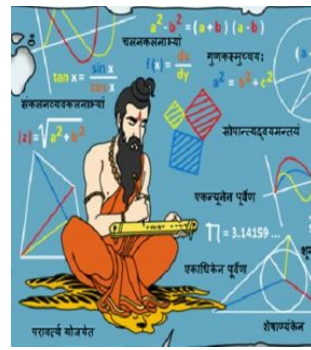
Advantages of Vedic Mathematics

Advantages of Vedic Maths



- Helps to qualify various entrance exams: Civil services, Banking services, Research Analysts, Climate Analysts and Forensic Analysts etc

Credits and Course Structure



Credit distribution, Eligibility and Pre-requisites of the Course

Course Title and Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Vedic Mathematics	02				Pass in Class 12th	NIL
		1	0	1		

Syllabus

Unit I: Vedic Maths- High Speed Addition and Subtraction Session/
Lectures

Unit II : Vedic Maths-Miracles Multiplication and Excellent Division

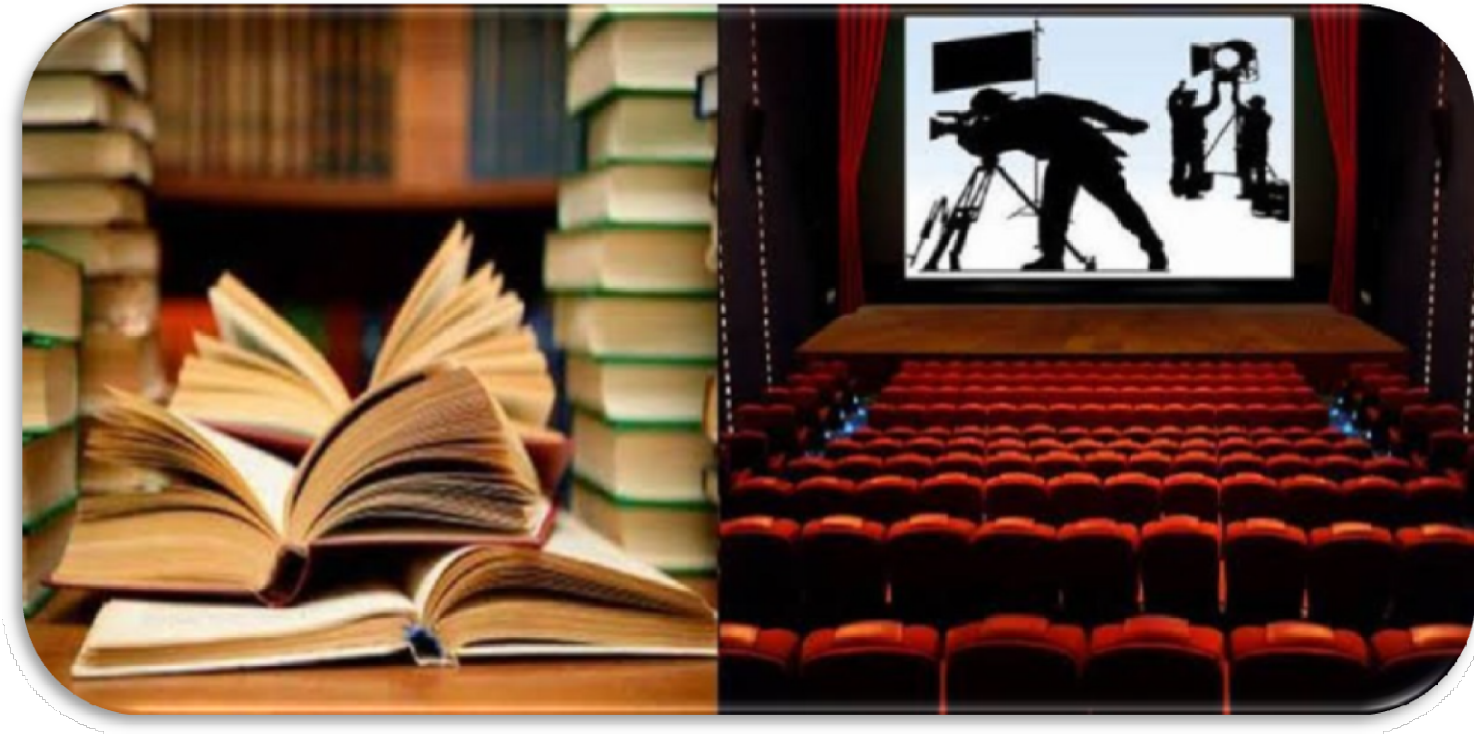
Unit II: Vedic Maths-Lightening Squares and Rapid Cubes

Unit IV: Vedic Maths- Enlighten Algebra and Geometry ** Practical Components

THANK YOU !!

VAC-1

साहित्य संस्कृति और सिनेमा



साहित्य संस्कृति और सिनेमा

COURSE TITLE & CODE	CREDITS	CREDIT DISTRIBUTION OF THE COURSE			ELIGIBILITY	PRE-REQUISITE OF THE COURSE
		LECTURE	TUTORIAL	PRACTICAL / PRACTICE		
साहित्य संस्कृति और सिनेमा	02	1	0	1	Pass in Class 12 th	Nil

साहित्य संस्कृति और सिनेमा

LEARNING OBJECTS

- साहित्य, संस्कृति और सिनेमा के माध्यम से छात्रों का सर्वांगीण विकास करना
- छात्रों को नैतिक, सांस्कृतिक और संवैधानिक मूल्यों के प्रति जागरूक करना
- भारतीय ज्ञान परंपरा, वैज्ञानिक दृष्टिकोण और तार्किक क्षमता को प्रोत्साहित करना
- साहित्य, संस्कृति और सिनेमा के माध्यम से राष्ट्रप्रेम की भावना जागृत करना
- सामूहिक कार्यों के माध्यम से सम्प्रेषण, प्रस्तुतीकरण एवं कौशल दक्षता विकसित करना
- छात्रों के व्यक्तित्व का सर्वांगीण विकास होगा

साहित्य संस्कृति और सिनेमा

UNIT -1 साहित्य,संस्कृति और सिनेमा का सामान्य परिचय

- साहित्य, संस्कृति और सिनेमा : परिभाषा और स्वरूप
- साहित्य, संस्कृति और सिनेमा का अंतःसंबंध

UNIT -2 साहित्यिक कृतियों पर आधारित सिनेमा

- साहित्यिक कृतियों पर आधारित सिनेमा में परिकल्पना
- साहित्यिक कृतियों पर आधारित सिनेमा की प्रासंगिकता
- साहित्यिक कृतियों पर आधारित सिनेमा- आनंदमठ 1952, तीसरी कसम 1966, रजनीगंधा 1974, पद्मावत 2016.

साहित्य संस्कृति और सिनेमा

UNIT -3 हिन्दी सिनेमा में सामाजिक -सांस्कृतिक मूल्यों की अभिव्यक्ति

- सामाजिक - सांस्कृतिक मूल्य
- सामाजिक- सांस्कृतिक मूल्य के शक्तिशाली उपकरण के रूप में सिनेमा
- हिन्दी सिनेमा में अंतर्निहित सामाजिक- सांस्कृतिक मूल्य - मदर इंडिया 1957, बंदिनी 1963, पूरब और पश्चिम 1970, हम आपके हैं कौन 1994, टॉयलेट: एक प्रेमकथा 2017

PRACTICAL COMPONENT (IF ANY)-

- भारतीय सांस्कृतिक मूल्यों पर आधारित लघु फिल्म हेतु पटकथा लेखन (8-40 मिनट)
- साहित्यिक रचनाओं का फिल्मांतरण (8-40 मिनट); यह सामूहिक क्रियाकलाप होगा
- राष्ट्रप्रेम, कुटुंब, शांति , पर्यावरण, जल-संरक्षण, स्वच्छता, मित्रता, सत्यनिष्ठा, कर्मनिष्ठा, समरसता में से किसी एक विषय पर मूक फिल्म निर्माण (8-10 मि नट)
- आवश्यक हो, तो छात्र प्रोजेक्ट रिपोर्ट के रूप में अपने अनुभव साझा करें

Any Other Practical / Practice as decided from time to time.

घन्यवाद



**DEPARTMENT OF
PHILOSOPHY**

DAULAT RAM COLLEGE

**Ethics and Culture
(VAC)**

Dr. Chandan Kumar Pandey

Assistant Professor

Dept. of Philosophy

Daulat Ram College


Introduction to Ethics

- Ethics is a philosophical discipline and deals with study of moral principles.
- Ethics is the rules or standards by which we should live.
- Ethics is concerned with human actions, responsibility and accountability.
- Its provide the basic fundamentals principles of judgement.
- It is concerned about ends to be gained and the means of attaining it.
- If you see the meanings of ethics in Mahabharata you can find the essence –

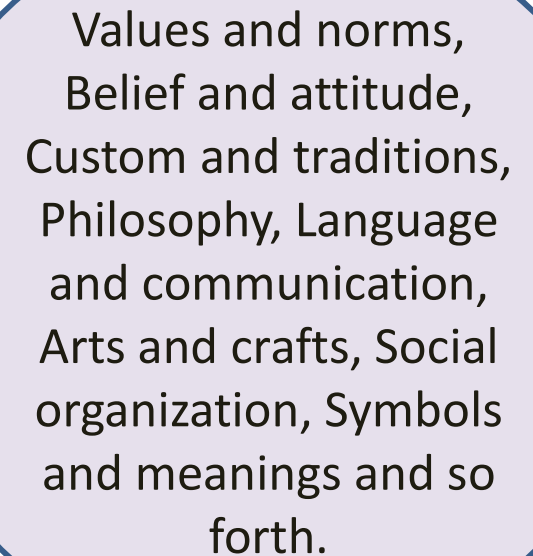
श्रूयतां धर्मसर्वस्वं, श्रुत्वा
चैवावधार्यताम्।
आत्मनः प्रतिकूलानि, परेषां
न समाचरेत्॥

Listen to the essence of Dharma and having listened to it, implement the same. Whatever practices are adverse to self should not be practiced with the others and those favorable to self should be practiced with the others.

Elements of Culture

- Culture: The set of shared attitude, values and goals, set of custom, belief, ideology that is followed by a group of people.
 - Culture is made up of many elements, such as
 - It means all the way of life.
 - Because it is a collective programming of the mind that distinguishes the member of one group of people from another. 
- Culture is related to the inner feeling, which contains the purity of mind and heart. Hence, it is the highest level of the inner self of a human being.

Culture is related to ways of thinking, feeling and acting. At the same time it expresses individual collective identity.



Values and norms,
Belief and attitude,
Custom and traditions,
Philosophy, Language
and communication,
Arts and crafts, Social
organization, Symbols
and meanings and so
forth.

- If we look at our Indian culture from the point of antiquity, one will find that Indian culture is one of the oldest civilizations in the world. One can find the essence of our culture in the Vedas, Upanishads, Puranas, Ramayana, Bhagavad Gita and many other literatures.
- Acceptance of material perfection in the shade of spirituality is propounded here as the best path. Many features like holistic approach, religious unity, eternality, acceptance of Dharma as Ethics make our culture unique.

Course outcomes

- This paper is the bridging point of ethics and culture.
- To explore ethical and cultural dimensions of their lives.
- Students will develop the ethical habit of respecting and valuing each and every nation / global culture.
- Students can understand the cultural relativism (every culture is unique)
- To develop the ethical and moral principles empathy, tolerance, compassion, cooperation, and so forth.
- Students will learn about what ethics is and the application of ethics with relations to culture.
- One can develop harmonious, brotherhood and participate in others' society cultural activity.

Thank you

Panchkosha: Holistic Development of Personality

VAC-1

CREDITS: 2 (1 THEORY + 1 PRACTICAL)

LEARNING OBJECTIVES

- To generate awareness about physical and mental wellbeing through the Indian concept of Panchkosha.
- To introduce Five Koshas - five levels of mind-body complex- Annamaya, Pranamaya, Manomaya, Vigyanamaya and Anandamaya Kosha for a holistic development of personality.
- To develop a positive attitude towards self, family and society amongst students.
- To help build personalities based on the understanding of holistic well-being



SYLLABUS

UNIT 1

ELEMENTS OF PERSONALITY

UNIT 2

*ANNAMAYA KOSHA AND PRANAMAYA
KOSHA*

UNIT 3

*MANOMAYA KOSHA AND VIJNANAMAYA
KOSHA*

UNIT 4

ANANDAMAYA KOSHA AND BEYOND

PRACTICAL COMPONENT

- Recitation of select verses from
Taittiriyaopanshad
- Practice of selected Yogic postures
 - Pranayama and breath control
 - Self- reflection and Meditation
- Visit to a Yoga Shivar or Meditation
Centre
- Watch documentaries and films on the
subject-related topics.



LEARNING OUTCOMES

- Enhanced physical and mental health.
- Experience of inner bliss helps in coping with peer pressure and reducing stress.
- Improved concentration leading to better overall performance.
- Manage life situations through a balanced and mature approach



Thank you



DEPARTMENT OF PHILOSOPHY

- DAULAT RAM COLLEGE

- Presented by: Dr. V SUJATA Raju

ETHICS AND VALUES IN ANCIENT INDIAN TRADITIONS



Course

~~Structure~~ 1 HR
(THEORY)+ 2
HRS
(PRACTICAL)

Focus on interactive learning where students will engage in rigorous and analytical examination of key concepts

OBJECTIVES

Understand the rich cultural traditions relating to discourses on life and its purpose

Instilling of values relating to ethical & moral propriety

Engaged with the past traditions of

India Introduction to early epics

and

Puranic, Buddhist and other traditions

Understanding the significance of Indian philosophical studies in

SYLLABUS

•Unit 1- The Idea of India and Bharat

- Jambudvipa, Aryavrata, Bharat, India
- Rta in Vedic traditions
- Debates in the Upanishads and the Shramanic traditions

Unit 2- State, Society and Dharma



- Dharma, Neeti and Danda
- Rashtra, Sanskar and making of socio-cultural milieu

• Unit3- The 'Purpose of Life' in Texts

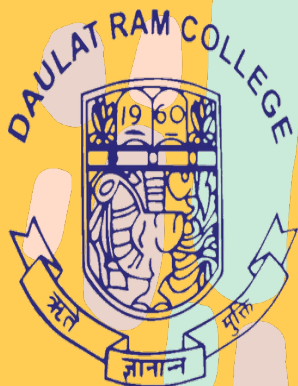
- Right Conduct:
- Buddhist, Jaina & Shramanic traditions
- Purusarthas: Dharma, Artha, Kama & Moksa
- Ethical issues in Epics and Puranic traditions

Learning Outcomes



- Develop an overview of ancient philosophies
 - Understand the richness of Indian heritage leading to greater sensitivity
 - Inspiration from history to deal with contemporary issues
 - Appreciate the traditions of diversity, discussions, debates and knowledge transmission.
 - Able to understand, analyse and interpret real life events from an ethical point of view
 - Students will be able to understand the Indian way of life encapsulating Indian values, ethos and cultural context.
 - As future citizens, students would go out of the university fully aware and become part of Indian philosophical tradition.
 - Enable them to imbibe this thought process so that they contribute value addition to their job profile
 - Students will be able to do a comparative analysis of all systems which will further enhance their debating skills
 - Students will be able to have personal and social growth and contribute value addition for the betterment of society and themselves
 - Students will be able to fully understand the reverence of the Vedic Values in the contemporary world
 - Students are required to watch documentaries and films on subject- related topics
- 
- 

Thank
You



VAC Yoga :Philosophy and Practice

2 credits Course,
1 Lecture+1 Practical per week

Eligibility: 12th pass, No pre-
requisites



By: Dr. Vidhu Jain
Department of
Philosophy

Aims and Objectives



Understanding ways to harmonise the body and mind through Yoga.



To demonstrate the value and the practice of holistic living.



Understanding of consciousness through practical training.

Syllabus

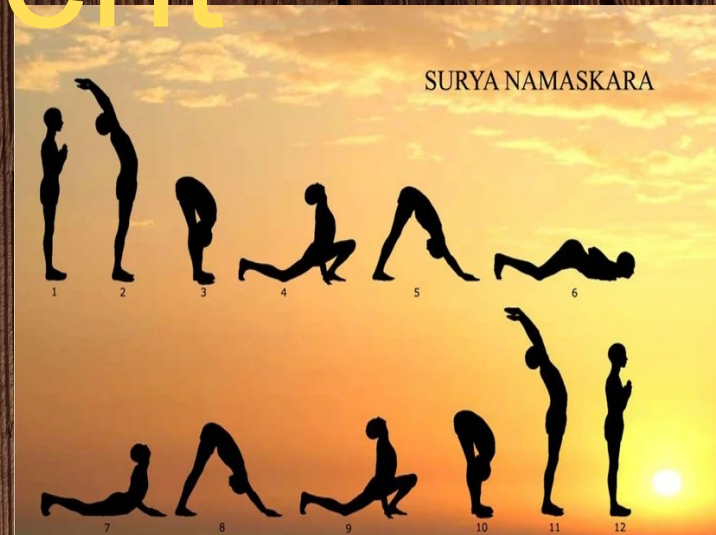
UNIT- I
Yoga:
Asana,
Pranayama
and
Dhyana

UNIT- II
Patanjali's
Yogasutra
and
Chakra
(Psychic
Centres)

UNIT- III
Understandin
g Asana
and
Pranayama

Practical Component

- Surya Namaskar
- Selected Asana
- Pranayama
- Relaxation exercises for the eyes (7 steps), neck (4 steps)
- Concentration on Bhrumadhya
- Project Work (effect of everyday concentration on breath for 15 minutes: reflections to be compiled in the form of a Project report.)

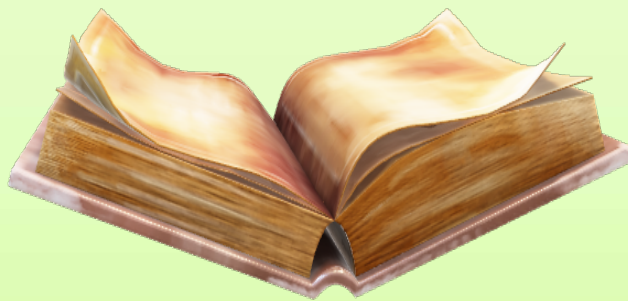


Thank
You



VAC 1: Constitutional Values and Fundamental Duties

Offered by Department of Political Science



Dr. Shivali Aggarwal
Assistant Professor
Department of Political Science
Daulat Ram College

Credit Distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-requisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Constitutional Values and Fundamental Duties	02	1	0	1	Pass in Class 12 th	NIL
30-08-2024			Dr. Shivali Aggarwal			85

Learning Objectives :

- Enrich students with knowledge and relevance of the Constitution.
- Develop awareness about Duties and Values.
- Inculcate a sense of Constitutionalism in thought and action.

Learning Outcomes :

- Understand the Constitution and its relevance.
- Appreciate the values and goals embedded in the Constitution.
- Recognise the importance of Fundamental Duties enshrined in the Constitution.
- Apply the spirit of fundamental values and duties in everyday national life.

Syllabus of Constitutional Values and Fundamental Duties

Unit-1 The Constitution of India – An Introduction

- Federal Republic, Rule of Law, Separation of Powers
- Sovereignty, Socialism, Democracy
- Secularism and Sarva Dharma Sama Bhava

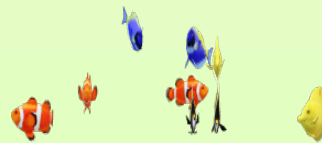


Unit-2 Constitutional Values

- Justice: Social, Political, Economic
- Liberty: Thought, Expression, Belief, Faith, Worship
- Equality: Equality before law & equal application of laws
- Fraternity: Dignity, Unity and Integrity

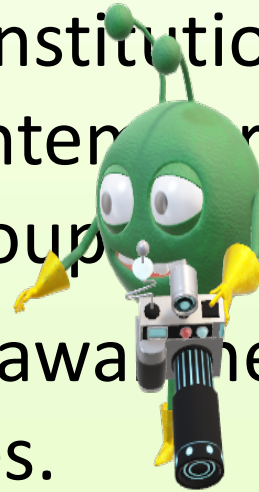
Unit-3 Fundamental Duties

- Reflecting on the ancient Indian notions of righteousness and duty consciousness
- Fundamental Duties- Article 51A [(a)-(k)]
- Legal status of Fundamental Duties – Judicial approach

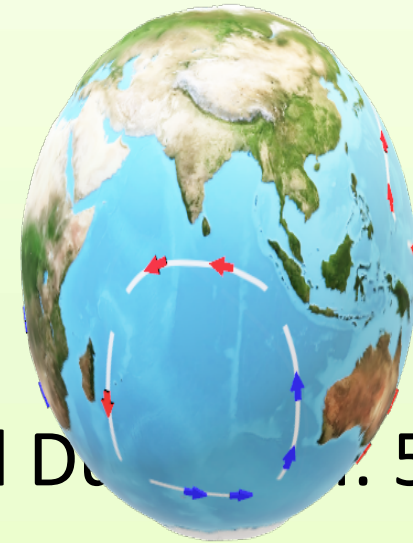


Practical component-

- Reflections on some of the constitutional values/ fundamental duties and its contemporary relevance in day-to-day national life through group discussions and projects.
- Conduct workshops to spread awareness on the Fundamental Duties and Values.
- Students are required to conduct a survey (minimum 25 respondents) on assessing the awareness of the constitutional duties amongst the citizens.
- Students may share their experiences on Fundamental Duties and Values in the form of a Project Report.
- Any other Practical/Practice as decided from time to time.



Essential/ Recommended readings



- The Constitution of India, Fundamental Duties [Articles 51 A (a) – (k)].
- Durga Das Basu, “Constitution of India”, 23rd edition, Lexis Nexis.
- Granville Austin, “The Indian Constitution” Oxford India Paperbacks.
- M.P Jain, “Indian Constitutional Law”, Lexis Nexis.
- Subhash C Kashyap, “ Constitution of India, A handbook for students”

Future Perspective

Useful for civil services

Beneficial for journalism, mass- media communication

Make us a better citizen

Students are aware of our rights and duties

We are equip to face any interview (GK Component)



THANK YOU

VAC –GANDHI & EDUCATION

Dr. Smita Yadav
Assistant professor
Department of political science,
Daulat Ram College
University of Delhi



OBJECTIVES OF THE PAPER

- The Learning Objectives of the course are:
- Seek inspiration from Gandhi's thoughts on education.
- Analyze Gandhian education philosophy for moral and character development.
- Understand Gandhi's Idea on Self-reliant education (Swavalambi Shiksha)
- Relate Gandhi's educational thoughts to NEP 2020

SYLLABUS OF GANDHI AND EDUCATION

- **UNIT- I** : Gandhi's Philosophy and education.
- Gandhi's Philosophy on education.
- Education for character building and moral development.
- Education relating to health, hygiene, heritage, and handicraft.
- **UNIT- II** :Gandhi's Experiment in Education
- Gandhi's educational ideas on use of Indian Language as a medium of Instruction, Textbook and Teacher.
- Gandhi's educational thought on Elementary and Adult Education.
- Gandhi's vision on Higher Education.

SYLLABUS OF GANDHI AND EDUCATION

- **UNIT- III** : Gandhi's Educational Thought on Skill and Vocational Education
- Rural development through Skill and Local Need Based education.
- Skill education in NEP 2020 and Gandhi.
- Gandhi's Idea on Self-reliance (Swavalambi Shiksha) and its reflection in contemporary educational policy.

Practical component

- Regular visits to Gandhi Museum and library to gain insight on Gandhi
- Excursion to Gandhi Ashrams located in different places like Sewagram, Wardha, Sabarmati, Ahmedabad etc.
- Workshops/projects in collaboration with Gandhi Bhawan, Gandhi Smriti and Darshan, Gandhi Peace Center. Ashrams based on innovation in village & cottage industry, Khadi, handicrafts, organic farming etc.
- Adoption of one place for Swachhta Mission or Skill Education.
- If required, students can share their experiences in the form of a Project Report.

Importance for future perspectives

- It offers insights into holistic and ethical educational approaches that address contemporary issues in education.
- Gandhi's principles of value-based learning and social responsibility provide a framework for developing inclusive and sustainable educational practices.
- Understanding his vision can inspire reforms that align education with broader societal goals, promoting well-rounded development.
- Additionally, it encourages a critical reevaluation of current educational models in light of Gandhi's enduring ideals.

Essential Readings

- 1. "Gandhi on Education" by M. K. Gandhi:**
Provides direct insights into Gandhi's educational philosophy through his own writings and speeches.
- 2. "The Story of My Experiments with Truth" by M. K. Gandhi:**
Gandhi's autobiography includes reflections on his educational ideas and practices.
- 3. "Gandhi's Philosophy of Education" by S. R. Sharma:**
Analyzes Gandhi's educational philosophy and its implications for modern education.
- 4. "Education for a New Society: Gandhi's Philosophy of Education" by K. L. Kothari:**
Examines Gandhi's vision of education and its relevance to contemporary educational systems.
- 5. "Gandhi's Educational Thought and Practice" by R. P. Sharma:**
Provides a critical overview of Gandhi's educational theories and their application in practice.

THANK YOU

**DEPARTMENT OF PSYCHOLOGY:
SEMESTER-I**

EMOTIONAL INTELLIGENCE

LEARNING OBJECTIVES:

- 1. INTRODUCE THE CONCEPT OF EMOTIONAL INTELLIGENCE , ITS MODELS AND COMPONENTS .
- 2.UNDERSTAND THE SIGNIFICANCE OF EMOTIONAL INTELLIGENCE IN SELF-GROWTH AND BUILDING EFFECTIVE RELATIONSHIPS .
- 3.IDENTIFY THE MEASURES OF EMOTIONAL INTELLIGENCE.

THINGS TO BE TAUGHT:

UNIT -1 FUNDAMENTALS OF EMOTIONAL INTELLIGENCE

1. NATURE AND SIGNIFICANCE
2. MODELS OF EMOTIONAL INTELLIGENCE , ABILITY, TRAIT AND MIXED.
3. BUILDING BLOCKS OF EMOTIONAL INTELLIGENCE , SELF – AWARENESS , SELF – MANAGEMENT, SOCIAL AWARENESS, AND RELATIONSHIP MANAGEMENT.

UNIT-2 PERSONAL COMPETENCE

1. SELF AWARENESS : OBSERVING AND RECOGNISING ONE'S OWN FEELINGS , KNOWING ONE'S STRENGTHS AND AREAS OF DEVELOPMENT.
2. SELF MANAGEMENT : MANAGING EMOTIONS , ANXIETY , FEAR AND ANGER.

UNIT-3 SOCIAL COMPETENCE

1. SOCIAL AWARENESS: OTHERS' PERSPECTIVES, EMPATHY AND COMPASSION.
2. RELATIONSHIP MANAGEMENT : EFFECTIVE COMMUNICATION, COLLABORATION , TEAMWORK AND CONFLICT MANAGEMENT.

THINGS TO BE TAUGHT:

- UNIT 4- EMOTIONAL INTELLIGENCE : MEASUREMENT & DEVELOPMENT.
- MEASURES OF EMOTIONAL INTELLIGENCE.
- STRATEGIES TO DEVELOP AND ENHANCE EMOTIONAL INTELLIGENCE.

PRACTICAL COMPONENT: PRACTICISING VARIOUS TECHNIQUES OF RELATIONSHIPMANAGEMENT:

- DISPLAY OF EMPATHY.
- EFFECTIVE COMMUNICATION.
- TEAMWORK.
- CONFLICT RESOLUTION.

PRACTICAL COMPONENT (SELF-MANAGEMENT TECHNIQUES)

- MINDFULNESS.
- CONDITIONED RELAXATION RESPONSE.
- BOUNDARY SETTING.

LEARNING OUTCOMES:

- SELF-AWARENESS, SELF-MANAGEMENT, SOCIAL AWARENESS & RELATIONSHIP MANAGEMENT.
- DISCOVER PERSONAL COMPETENCE AND TECHNIQUES OF BUILDING EMOTIONAL INTELLIGENCE.
- GAIN INSIGHTS INTO ESTABLISHING POSITIVE RELATIONSHIPS,

THANK YOU

NATIONAL CADET CORPS



2024

Unity



Discipline

Introduction to NCC

The National Cadet Corps (NCC) is the youth wing of the Indian Armed Forces. The soldier youth foundation is a voluntary organization comprising the Army, the Navy, and the Air Force, engaged in developing the youth of the country into disciplined and patriotic citizens. The cadets are given basic military training in small arms and drills.

NCC Incentives



- ◆ **Specific vacancies have been allocated in the Army, Air Force, and Navy.**
- ◆ **After application, a 'C' cert holder cadet is called directly for an SSB interview without the UPSC written exam.**
- ◆ **5-10% bonus marks for recruitment in ranks in Army, Navy, and Air force. Bonus marks for employment in CAPF / Para Military Forces and the Department of Telecommunication.**
- ◆ **Can apply for the gazetted post in CRPF if the cadet is a graduate.**
- ◆ **Preference for State Services and also in private sector.**
- ◆

Who can opt for NCC as VAC ?

- ◆ Selected as NCC cadets selections are on 3rd September, 2024 at 9 AM in college grounds (Fill the google form shared with your TICS).
- ◆ Ready to opt for VAC-NCC in all 4 semesters. Open to travel for camps.
- ◆ Physically Fit.

Rigorous Selections

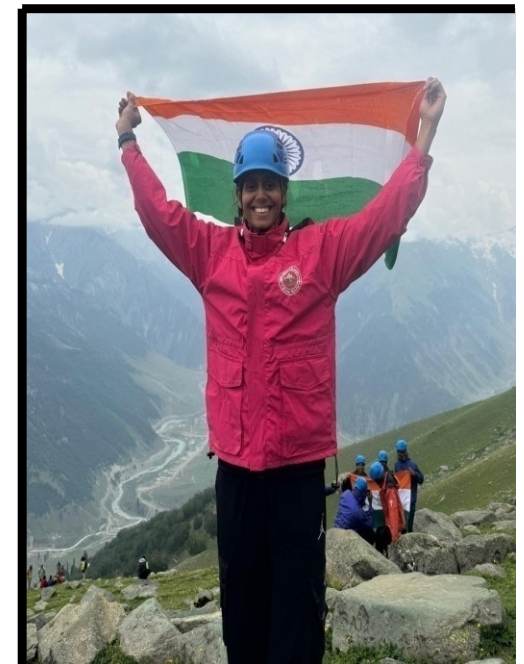
- ◆ **Achievements in ECA.**
- ◆ **Achievements in Sports.**
- ◆ **A/B certificate holders at JW level.**
- ◆ **Aspiration for career in defence.**

Pre Everest Expedition

Cadet Diya Rana of NCC DRC has been selected for the prestigious NCC Pre-Everest Expedition (Mount Abi Gamin).

She was felicitated by DG NCC Lt. General Gurbir Pal Singh (PVSM, AVSM, VSM) at the Directorate General and featured on DD News.

We wish her a triumphant and safe expedition.



Ayurveda and Nutrition

Value Added Course

Credits & Credit
Distribution

2 (1 Lecture + 1 Practical)

Eligibility Criteria

12th Passed

Pre-Requisites

None

Medium

English & Hindi

(Department of Sanskrit)



**Open for the students
admitted in all the
Undergraduate Courses
in 2024**

Presenter

Dr. Sushila Kumari

Learning Outcomes – Overall Wellbeing and A Healthy Lifestyle

Awareness of
Traditional
Food Culture
of India

Evaluate
Changing
Food
Patterns
and
Lifestyle
over the
Years

Understand
Indian
Knowledge
Systems
(IKS) and
Key Vedic
Principles
with
Respect to
Food and
Nutrition

Apply
Basic
Tenets of
Tradition
al Diets
for
Health
and
Disease

Prepare
Selected
Healthy
Recipes
Based
on
Ayurved
ic
Principle
s

For further information, please contact

sushila@dr.du.ac.in

What is Ayurveda- Ayurveda

Ayu +

Veda



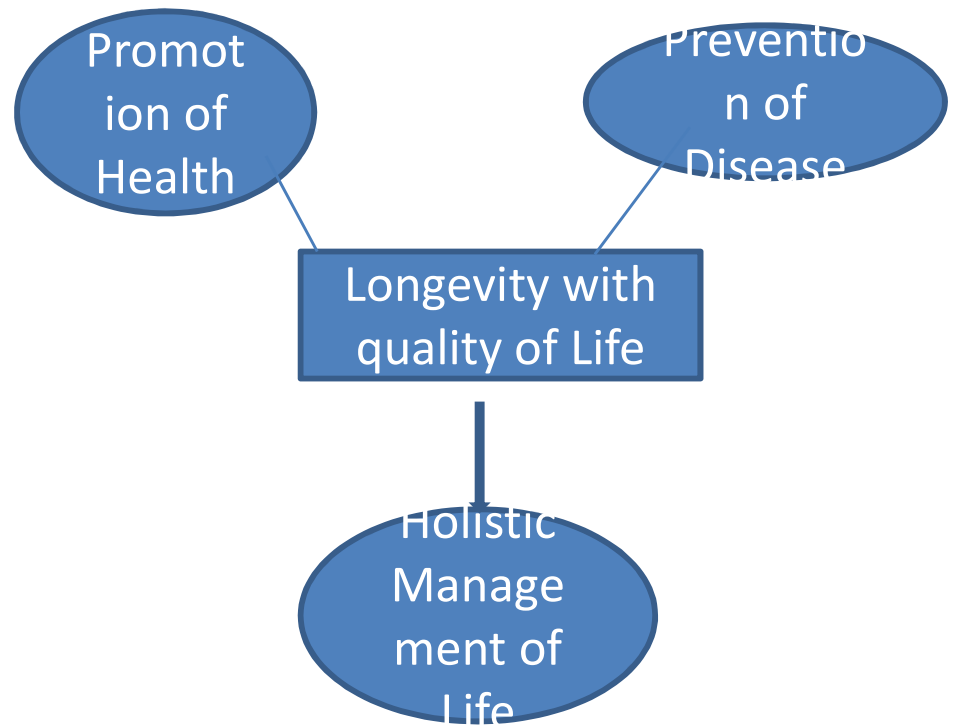
LIFE: The unified State of
Body, Mind & Soul



Science, Conscious
Knowledge

Purpose of

स्वस्थस्य स्वास्थ्य रक्षणं,
आतुरस्य विकार प्रशमनं।
(चरक संहिता सूत्र ३०।२६)



WHO defines Health as :

"a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity."

Unit 1: Introduction to Ayurvedic Nutrition-

A. Ayurveda and Indian

C. Regional food traditions

Food

- Food is an important part of Indian culture, playing a role in everyday life as well as in festivals. In many families, everyday meals are sit-down affairs consisting of two to three main course dishes, varied accompaniments such as chutneys and pickles, carbohydrate staples such as Rice and Roti (bread), as well as desserts. Food is not just important for eating, but it is also a way of socializing, getting together with family, relatives and friends.



B. Nutrition and lifestyle transition over the years Food Cultures



Unit 2: Basic principles of Food and Nutrition and Ayurveda

A. Understanding rich sources of nutrients



B. Concept of Doshas and assessment

5 Fundamental Elements

Earth, Fire, Water, Air, Space

FOODI BASE

WHAT IS IT ABOUT?

- Ayurvedic Body Types
- 3 Doshas
- Diets

<https://foodibase.com/blogs/ayurvedic-body-types-and-recommended-diet-for-3-types-of-doshas/>

Combination of 5 Elements = 1 of the 3 Doshas

WHAT BODY TYPE ARE YOU?

VATA

Irregular Eating, Sleep, Digestion, Emotional Imbalance, Swift Walkers

PITTA

Impatient, Leadership, Self Learning & Criticism, Resentful to own decisions

KAPHA

Indecisive, Empathetic, Good Eating habits, Graceful, Lazy at times

Diets for 3 Doshas

VATA	PITTA	KAPHA
<ul style="list-style-type: none"> ✓ Dairy ✓ Nuts ✓ Cereals ✓ Lentils ✓ Fresh Fruits ✓ Poultry ✓ Sea Food 	<ul style="list-style-type: none"> ✗ Salads ✗ Iced Drinks ✗ Raw Veggie ✗ Unripe Fruit ✗ Bitter Foods ✗ Coffee ✗ Turmeric 	<ul style="list-style-type: none"> ✓ Salads ✓ Milk ✓ Vegetables ✓ Poultry ✓ River Salmon ✓ Turmeric ✓ Egg White
<ul style="list-style-type: none"> ✗ Salads ✗ Iced Drinks ✗ Raw Veggie ✗ Unripe Fruit ✗ Bitter Foods ✗ Coffee ✗ Turmeric 	<ul style="list-style-type: none"> ✓ Salads ✓ Milk ✓ Vegetables ✓ Poultry ✓ River Salmon ✓ Turmeric ✓ Egg White 	<ul style="list-style-type: none"> ✗ Egg Yolks ✗ Nuts ✗ Hot Spices ✗ Honey ✗ Hot Drinks
<ul style="list-style-type: none"> ✓ Leafy Greens ✓ Roots ✓ Cucumbers ✓ Cereals ✓ Goat Milk ✓ Soy Milk ✓ Fresh Fruits 	<ul style="list-style-type: none"> ✗ Leafy Greens ✗ Roots ✗ Cucumbers ✗ Cereals ✗ Goat Milk ✗ Soy Milk ✗ Fresh Fruits 	<ul style="list-style-type: none"> ✓ Leafy Greens ✓ Roots ✓ Cucumbers ✓ Cereals ✓ Goat Milk ✓ Soy Milk ✓ Fresh Fruits

Icons at the bottom represent various food items: watermelon, orange, banana, fish, wheat, beer, egg, and vegetables.

C. Ayurvedic Principles of food habits

ASHTA AHARA VIDHI VISHESHA AYATANA

GOOD AND BAD EFFECT OF FOODS DEPENDS ON THESE 8 FACTORS

PRAKRITI	KARANA	SAMYOGA	RAASHI
NATURAL QUALITIES OF FOOD	PROCESSING OF THE FOOD	COMBINATION OF DIFFERENT SUBSTANCES	QUANTITY OF FOOD
DESHA	KAALA	UPAYOGA SAMSTHA	UPAYOKTA
PLACE WHERE THE FOOD IS GROWN AND CULTIVATED	TIME OF INTAKE OF FOOD	RULES OF TAKING FOOD	THE PERSON WHO CONSUMES THE FOOD

ONE SHOULD NOT EAT

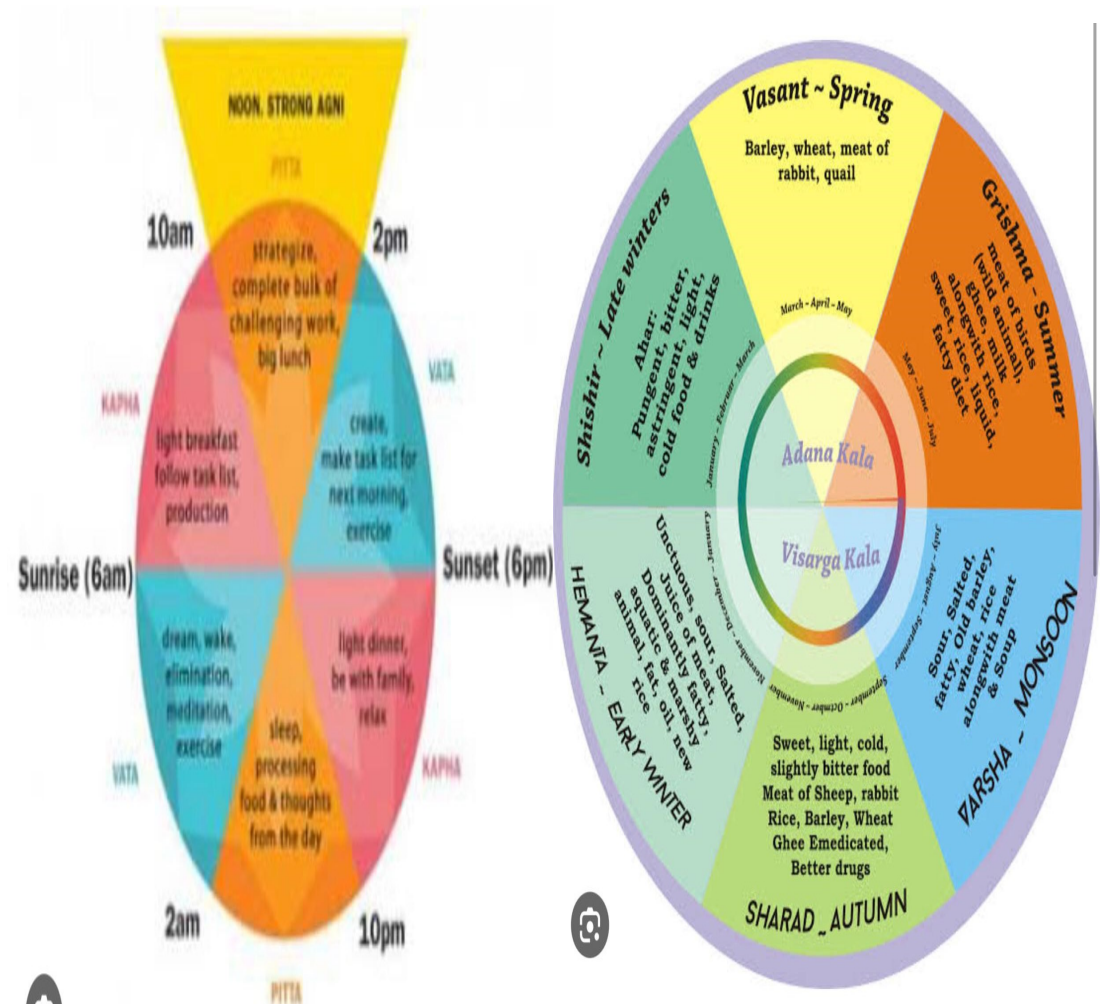
- WITHOUT WASHING HANDS, FEET AND FACE
- WITHOUT CLEANING THE MOUTH WITH DEDICATED AYURVEDIC MISC IN MUCILAN OUVVILLA
- AT IMPROPER PLACE AND TIME IN CROWDED SURROUNDINGS.

UPAYOGA SAMSTHA

UPAYOKTA

Unit 3: Ayurvedic Diets

- Principles of Diet: Aharavidhi vidhan, Sattvic, Rajasic, Tamasic foods ,
- Incompatible food (Viruddha Ahara), Pathya; Apathya; Viprita Ahara
- Lifestyle Management with Dincharya and Ritucharya ,
- Application of Ayurvedic diets to stress linked food behaviour



Happy
day!

H



Department of Zoology

VAC- Swachchh Bharat

VAC- Swachh Bharat

Department of Zoology
Daulat Ram College



Image Source: [What is Swachh Bharat Mission: Keep India Neat & Clean - Formal News](#)

Overview

- Total credits earned= 2
- Composition of theory and lecture in a week:
1 Lecture (duration is 1 hour) + **1 Practical** (duration is 2 hours)
- **Following interesting activities will be conducted:**
 - *Cleanliness drives*
 - *Visit to Gandhi Bhawan, North Can*
 - *Poster making competitions*
 - *Essay writing competitions and many more*



Learning Outcomes

- Understanding the significance of Swachh Bharat Abhiyan.
- Ability to analyze and predict the sanitation challenges of India.
- Determine the link between sanitation and development.
- Contribute to the Swachh Bharat Abhiyan through real time projects/fieldwork.

Cleanliness Drive



Visit to Gandhi Bhawan (left) and recycling unit (right)



Happy Learning

