



# University of Allahabad

(A Central University)



## GUIDELINES FOR OFFERING VALUE-ADDED COURSES



**University of Allahabad**  
Senate House Campus, University Road, Old Katra, Prayagraj  
(Allahabad), Uttar Pradesh – 211002

**University of Allahabad** has always occupied an esteemed place among the Universities of India for over a century. Established on 23rd September 1887, it is the fourth oldest University of India after Calcutta, Bombay and Madras University. The credit for conceiving a large Central College in Allahabad (now named as Prayagraj), eventually to develop into a university, goes to Sir William Muir, Lt. Governor of United Provinces. As a result of his initiative the foundation stone of the Muir Central College (named after him) was laid on Dec. 9 1873 by His Excellency Lord Northbrook. On September 23, 1887 Act XVIII was passed which established the University of Allahabad. Like the Universities of Calcutta, Bombay and Madras, the University of Allahabad also started as a degree conferring institution.

### **Mission**

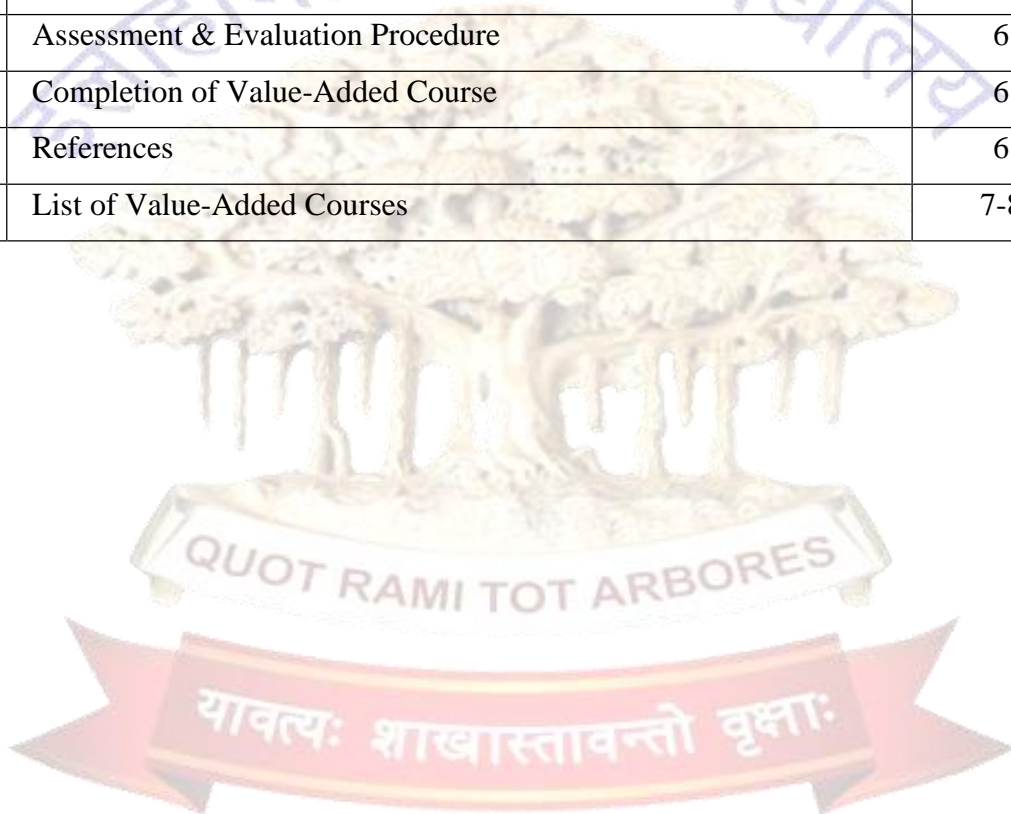
To disseminate and advance knowledge by providing instructional and research facilities in the branches of learning; to make provisions for integrated courses in the humanities, the social sciences, the basic and applied science and technology in the educational programmes of the University; to take appropriate measures for promoting innovations in teaching-learning process, interdisciplinary and professional studies and research, removal of gender disparities and the digital divide, and the application of knowledge to social advancement, national progress and human welfare; and to educate and train human resource for the development of the country.

### **Vision**

The University of Allahabad envisions itself as a global hub of knowledge and academic excellence. Embodied in the emblem of the Banyan tree, the motto “**Quot Rami Tot Arbores**” or “**यावत्यः शाखास्तवंतोवृक्षाः**” translates as “as many branches, so many trees.” The motto inspires us to cultivate diverse academic disciplines, symbolized by the branches, contributing to a vast forest of wisdom. It shapes the young minds to become nation builders of the future. With a steadfast commitment to quality education, research, and cultural richness, the university aims to ascend to the ranks of the world's top-class institutions, fostering innovation and producing leaders who shape the future world, creating an environment where the frontiers of knowledge are explored and reaching out in commitment to enriching the lives of the people.

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**1. Preamble:**

The Indian education system has had a strong influence on scholars around the globe because of its highest standards of the multidisciplinary approach in Teaching & Research and its inclusive culture like *Vasudhaiva Kutumbakam* (the entire creation is one family), *Ekam Sat Viprah Bhaudha Vadanti* (truth is one, sages call it by different names); and *Sarve Bhavantu Sukhinah Sarve Santu Niramayah* (let everyone be happy, healthy, and blessed). It plays a pivotal role in promoting universal progress and peace worldwide. But, in the scientific and technological era, the education sector requires a transformation to nurture the creative potential of future generations through innovation, industry integration, and internationalization. Ergo, to train the young aspiring minds professionally with a sound knowledge of their core disciplines and expertise in skills making them globally employable, the University of Allahabad, Prayagraj is committed to serving as a beacon of change through the promotion of multidisciplinary learning for creating the knowledge community with a strong character and through a value-based transparent work-ethics that contributes to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all by 2030 (NEP, 2020) for achieving the target of Sustainable Development Goals (SDGs). The National Council for Skill Development & Entrepreneurship (NCSDE) Report fetched the scholarly attention to recalibrate the Indian higher education ecosystem by making it more career-oriented with a focus on quality & excellence (UGC XI Plan, 2012). Finally, it leads to making Indian youth globally employable. In order to meet this target, HEIs are expected to encourage the university students/tertiary learners for opting value-added courses in the higher education programme as a parallel sub-discipline to bridge the skill gap between the academic and industry need, and empower them for a promising future that drives a roadmap to transform India as ‘**Atmanirbhar Bharat**’ (Self-reliant India) by integration of indigenous Research, Innovation, and Technology (NEP 2020). Hence, value-added courses related to the Indian Knowledge System (IKS), Vocational Courses, Skill-based Courses, Swachh Bharat Internship, Community Connect, Lok-Vidya, Yoga, Indian Languages, Cultural Exchange, Environmental Studies, and Life Skills, etc. shall be helpful in promoting holistic and multidisciplinary education at the entire spectrum of education in India.

In the light of the aforesaid discussion, UOA has been offering a wide variety of Value-Added Courses (VACs) for university students to provide knowledge and skills for enriching their learning experiences in core courses and making their programmes more sound by creating synergy among institution, employers, industry, alumni and other stakeholders to fulfill the wide range of local needs as well as global responsibilities in the interest of a nation at large. These VACs would further lead to global employability and entrepreneurship aligned with the target of NEP 2020.

## 2. Value-Added Courses

Value-added courses offered by the university empower the students by providing them the opportunity to learn and enhance their inter-disciplinary & employability skills thereby making them globally employable. This self-learning & development of appropriate skills for holistic development will contribute to the better social well-being of citizen. VACs help to enrich the curriculum by amplifying, supplementing, and replacing such parts or features as having become ineffective or obsolete. VACs having different durations are optional and offered beyond the curriculum to add value and help students in getting placements in various government and private sectors worldwide. VACs in the area of foreign languages, communication skills, behaviora science, values and ethics, environmental issues, technology, communication, and cross-cultural exposure play a pivotal role in developing the students' academic expertise & career path considering the 21<sup>st</sup>-century skills. Therefore, VACs have been offered in the form of non-credit courses for the holistic development of students/learners.

### 3. Aim of Value-Added Course (VACs):

The aim of the VACs is to develop a robust mechanism for strengthening the ecosystem of higher education by providing complimentary training and accelerating the students' employability skills, thereby, bridging the gap between academics and industry as well as encouraging 3C (collaboration, coordination & cooperation) to fulfill global needs aligned with the target of NEP 2020.

### 4. Objectives of VACs:

The course objectives of the VACs are as follows:

1. To foster/nurture employability skills of students based on the needs of the 21<sup>st</sup> century.
1. To provide students an understanding of the expectations of industry/society/nation/globe.
2. To provide knowledge skills and aptitude for occupational employment
3. To bridge the skill gaps and make students industry ready and mould them as job providers rather than as job seekers.

### 5. Outcomes of the VACs:

After completing the VACs courses, students/learners shall be able:

1. To bridge the gap between the theoretical & skill aspects and industry/markets' expectations.
2. To enhance their inter-disciplinary & employability skills making them globally employable
3. To apply the knowledge of skill-oriented education for making a sound foundation for

their programme/course.

4. To describe the social and professional impact of the VACs in their respective programmes.

#### **6. Designing and Guidelines for the VACs:**

1. Based on the feedback received from the employers, alumni, and industry sectors, the VACs have been designed to fill the identified skill gaps based on policy reports.
2. For preparing VACs, discussions with the employers, alumni, and industry experts to understand the expectations for current and emerging trends were taken into consideration.
3. VACs developed by the Department have been placed before the Competent Authority for its approval.
4. VACs are optional and not mandatory/compulsory to complete any program.
5. All students may be allowed to opt for any VACs at inter and intra-departmental levels without any additional fee.
6. Registration of at least 10 students is necessary to start any VACs. The duration of the VACs is at least 20 hours and the classes shall be conducted beyond the regular timetable for classes. These classes may be conducted during weekends/Saturdays or Sundays, or any vacation periods.
7. Students/Learners may be allowed to opt for more than one VAC in a semester offered by other departments but only after seeking the permission from HoD of the concerned Department.
8. The Head of the respective Department shall provide the facilities to conduct the classes based on the number of students/batches.

#### **7. Procedure for Registration:**

The list of VACs along with the syllabus is displayed on the University website. A student shall register for VACs offered during the semester by submitting the duly filled-in registration form. Segregation shall be done by the Head of the Department according to the choice opted and the form shall be sent to the Dean of the Faculty offering the particular VACs.

#### **8. Assessment and Evaluation Procedure:**

The course completion of VACs shall be based on the prescribed criteria of attendance and assessment. The completed VACs with satisfactory performance will be mentioned on the report card but will not be considered for calculating the CGPA.

1. The concerned course instructors of the VACs shall be responsible for the maintenance of attendance and assessment records of registered students/learners in their respective courses.
2. The record containing students' attendance and syllabus coverage shall be submitted to the Head of the Department once a month for the monitoring process.
3. The record will contain all necessary information required for certification like the status of attendance, and the performance report (Satisfactory/Not Satisfactory) of the students based on Continuous Internal Assessment (CIA) will be submitted to the Head of the concerned Department.
4. At the end of the semester, the record, duly signed by the Course Instructors and the Head of the Department shall be placed in safe custody for any future verification.
5. Each student/learner shall have a minimum of 75% attendance in all the courses of the particular semester failing which he or she will not be permitted for certification.

**9. Course Completion Certificate:**

After completing all modalities by students/learners as required for the successful completion of any VACs, the student/learner shall get the certificate. Only, those students/learners who shall complete their prescribed criteria of attendance (75%) and assessment (performance during the course), shall get the independent certificate of the course completion duly signed by the authorized signatories. The rest of the students will get the certificate of participation in VACs based on the prescribed criteria of attendance and based on the judgment of the Course Instructors/Coordinator.

**References**

1. National Education Policy-2020
2. UGC Document: Quality Mandate for Higher Education Institutions in India
3. UGC Document: Guidelines on Academic Bank of Credits
4. UGC Document: Guidelines for Multiple Entry and Exit in Academic Programmes offered in Higher Education Institutions
5. Guidelines for Introduction of Career Oriented Courses in Universities And Colleges During XI PLAN (2007-2012)

## LIST OF VALUE-ADDED COURSES

S.N.	Department	Value-Added Course
1.	Centre of Fashion Design & Technology	Aari and Zardozi Embroidery.
2.	Centre of Fashion Design & Technology	Crochet.
3.	Centre of Fashion Design & Technology	Hand Knitting.
4.	Centre of Fashion Design & Technology	Handmade/Accessories Jewellery Designing.
5.	Centre of Fashion Design & Technology	Fabric Painting.
6.	Centre of Fashion Design & Technology	Hand Embroidery.
7.	Centre of Fashion Design & Technology	Personal Grooming.
8.	Centre of Fashion Design & Technology	Professional Grooming.
9.	Centre of Fashion Design & Technology	Computer Aided Embroidery Design.
10.	Department of English and Modern European Languages	French Grammar and Translation- I
11.	Department of English and Modern European Languages	Composition and Comprehension -I
12.	Department of English and Modern European Languages	French Grammar and Translation -II
13.	Department of English and Modern European Languages	Advanced French Grammar & Translation -II
14.	Department of English and Modern European Languages	Practical of Language Skills- I (Reading, Speaking, Listening)
15.	Department of English and Modern European Languages	Composition and Comprehension -II
16.	Department of English and Modern European Languages	Advanced French Grammar and Translation -II
17.	Department of English and Modern European Languages	Practical of Language skills –II (Reading, Speaking, Listening)
18.	Department of English and Modern European Languages	Russian Grammar and Translation- I
19.	Department of English and Modern European Languages	Composition and Comprehension -I
20.	Department of English and Modern European Languages	Russian Grammar and Translation -II
21.	Department of English and Modern European Languages	Practical of Language Skills- I (Reading, Speaking, Listening)
22.	Department of English and Modern European Languages	Advanced Russian Grammar & Translation -I
23.	Department of English and Modern European Languages	Composition and Comprehension -II
24.	Department of English and Modern European Languages	Advanced Russian Grammar and Translation -II
25.	Department of English and Modern European Languages	Practical of Language skills –II (Reading, Speaking, Listening)
26.	Department of English and Modern European Languages	German Grammar and Translation- I
27.	Department of English and Modern European Languages	Composition and Comprehension -I
28.	Department of English and Modern European Languages	German Grammar and Translation -II
29.	Department of English and Modern European Languages	Practical of Language Skills- I (Reading, Speaking, Listening)

30.	Department of English and Modern European Languages	Advanced German Grammar & Translation -I
31.	Department of English and Modern European Languages	Composition and Comprehension -II
32.	Department of English and Modern European Languages	Advanced German Grammar and Translation -II
33.	Department of English and Modern European Languages	Practical of Language skills –II (Reading, Speaking, Listening)
34.	Department of English and Modern European Languages	Language Proficiency & Personality Development
35.	Department of Sanskrit	Basic Proficiency in Sanskrit
36.	Department of Ancient History, Culture and Archaeology	Indian Culture and Heritage
37.	Department of Political Science	Basic Principle of the Indian Constitution
38.	Department of Education	Life Skill
39.	Department of Education	Academic Writing Skill
40.	Department of Education	Soft Skill
41.	Department of Education	Psychological Testing
42.	Department of Education	Community Service
43.	Department of Education	Digital Skill and Competencies
44.	Department of Education	Vocational and Entrepreneurial Skill
45.	Centre For Theatre & Film	Acting Course
46.	Centre For Theatre & Film	Mobile Film Making Course
47.	Centre For Theatre & Film	Cinematography Course
48.	Centre For Theatre & Film	Public Speaking Course
49.	Centre For Theatre & Film	Script Writing Course
50.	Centre For Theatre & Film	Light Design in Theatre
51.	Centre For Theatre & Film	Film Appreciation Course
52.	Centre For Theatre & Film	Stop-Motion Course
<b>Value Added Courses to be run Under NEP Curriculum (for Under graduates/ Integrated Courses)</b>		
1.	Department of Political Science	Elements of Constitution
2.	Department of Psychology	Mental Health
3.	Department of Music and Performing Arts	Music (Sitar)
4.	Department of Music and Performing Arts	Music (Tabla)
5.	Department of Physics	Discovery in Science and Technology
6.	J.K. Institute of Applied Physics and Technology	Computer Application
7.	J.K. Institute of Applied Physics and Technology	Basic Electronics
8.	J.K. Institute of Applied Physics and Technology	Artificial Intelligence
9.	The Department of Arabic & Persian	Foreign Languages: Arabic, Mandarin
10.	Department of Commerce	Financial Investment Strategies
11.	Centre of Food Technology	Bakery And Confectionary Techniques
12.	Centre of Fashion Design & Technology	Embroidery Skill: Hand To Digital
13.	Centre of Fashion Design & Technology	Floristry Art
14.	Centre of Fashion Design & Technology	Dress Designing

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