

To,

The Principal Secretary  
Rajbhavan, Bihar, Patna.

Sub.- Regarding submission of proposed course structure and uniform syllabus of ..... History ..... for 1<sup>st</sup> and 2<sup>nd</sup> Semester of 4-Year undergraduate.

Ref.- Letter No.-BSU(UGC)-02/2023-871/GS(I), Dated-09-06-2023

Sir,

In Compliance with your letter no.-BSU(UGC)-02/2023-871/GS(I), dated 09-06-2023 followed by above mentioned letter no, we are submitting the proposed course structure and syllabus of ..... History ..... for 1<sup>st</sup> and 2<sup>nd</sup> semester of the 4 year under graduate course system as per UGC regulations.

Yours faithfully,

Enclosed-as above.

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Chapra

# **Proposed Course Structure for 4 Year Bachelor of Arts**

## **History**

### **Under CBCS System**

Syllabus for MJC & MIC of Semester I & II

Programme framed according to the  
National Education Policy  
(NEP-2020)

*effective from*

Academic Session 2023-27

*for*

**Universities of Bihar & Patna University**

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# Proposed Course Structure for 4 Year Bachelor of Arts ( History)

Under CBCS System

## Syllabus for MJC & MIC of Semester I & II

Program Framed according to the National Education Policy

Effective from Academic Session 2023-27

### INTRODUCTION

The NEP-2020 offers an opportunity to affect a paradigm shift from a teacher centric to a student-centric higher education system in India. It is based on Outcome Based Education, where the Graduate Attributes are first kept in mind to reverse-design the Programs, Courses and Supplementary activities to attain the graduate attributes and learning outcomes. The learning outcomes-based curriculum framework for a degree in B.A.(Honours) History is intended to provide a comprehensive foundation to the subject and to help students develop the ability to successfully continue with further studies and research in the subject while they are equipped with required skills at various stages. The framework is designed to equip students with valuable cognitive abilities and skills so that they are successful in meeting diverse needs of professional careers in a developing and knowledge-based society. The curriculum framework takes into account the need to maintain globally competitive standards of achievement in terms of the knowledge and skills in History. The ever-expanding boundaries of History necessitates the understanding of the various aspects of human life. The challenges of Globalisation make it imperative for the History discipline to go beyond the regional, national and even international frontiers of knowledge. The curriculum aims to equip the students to understand historical processes properly and situate the significance of historical changes that take place within a society or culture, examine the patterns of such transitions and also assess the patterns of continuity. The course provides an understanding of historical concepts, perspectives and methodology. It would be an endeavour in promoting critical thinking, research and analysis. Students pursuing B.A. History will be encouraged to be a part of interactive sessions, discussions and debates. The curriculum would make the young minds more receptive, as well as inquisitive with a scientific bent of mind. Critical thinking, analytical interpretation and drawing conclusions from data will be the focus of the learning outcomes. On completion of the course, students are expected to have acquired the skills of Critical thinking, rational enquiry, and exploring the relationship between the past and the present. The attributes expected from Graduates of the B.A. History course are: Knowledge of our History and Heritage, Familiarity with the process of development in other parts of the world, identify patterns of change and continuity with regards to issues of contemporary significance, develop a respect for our Heritage and culture and understand the strength of Diversity of our country, Ethical awareness / reasoning, Social Justice, National and international perspective

It is a long learning process in which a Certificate, Diploma, Bachelor Degree or Bachelor Degree with Honours in History shall be awarded at the end of each year of exit of the Four-year Multi-Disciplinary Undergraduate Programme:

CONTINUOUS INTERNAL ASSESMENT AND SEMESTER END EXAMINATION Total marks for each course shall be based on continuous internal assessments (CIA) and end semester examination. The CIA shall be of 30 Marks and End Semester Examination (ESE) shall be of 70 Marks.

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## Aims & Objectives of Bachelor degree Programme

The objective of this course is to:

- Give requisite information about different aspects of the past to students
- To teach them how to use the past information for the betterment of society.
- This also gives an idea about how historians research, frame an argument and debate in details that have significance to understand the past and the present.
- The idea is to equip the student so that their ability to think and analyze is enhanced in order to develop good research-oriented perspective.

### (A) Major Courses (MJC)

Sl. No.	Sem	Type of Course	Name of Course	L-T-P	Credit	Marks
1	I	MJC-1	The Idea of Bharat	6-1-0	6	100
2	II	MJC-2	History of World Civilization	6-1-0	6	100
3	III	MJC-3	History of India: Earliest time to 550CE	5-1-0	5	100
4	III	MJC-4	History of Europe: 13 <sup>th</sup> Century to 1789	3-1-0	4	100
5	IV	MJC-5	History of India: 550CE-1200 CE	5-1-0	5	100
6	IV	MJC-6	History of Europe: 1789-1919	5-1-0	5	100
7	IV	MJC-7	History of India: 1200-1707	5-1-0	5	100
8	V	MJC-8	History of Modern World: 1919-1945	5-1-0	5	100
9	V	MJC-9	History of India: 1707-1857	5-1-0	5	100
10	VI	MJC-10	Indian National Movement 1857-1947	4-1-0	4	100
11	VI	MJC-11	History of Modern India: 1947-2000	5-1-0	5	100
12	VI	MJC-12	Cultural Heritage of India	5-1-0	5	100
13	VII	MJC-13	Asian Resurgence	5-1-0	5	100
14	VII	MJC-14	Research Methodology	5-1-0	5	100
15	VII	MJC-15	History of Communication	6-1-0	6	100
16	VIII	MJC-16	Bihar Through the Ages	4-1-0	4	100

Total = 80 Credit

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**(B) Minor Courses to be offered by the Department for Students of  
Other Departments of Social Science (MIC)**

Sl. No.	SEM	Type Of Course	Name of Course	L-T-P	Credit	Marks
1	I	MIC-1	The Idea of Bharat	3-1-0	3	100
2	II	MIC-2	History of World Civilization	3-1-0	3	100
3	III	MIC-3	History of India: Earliest time to 550CE	3-1-0	3	100
4	IV	MIC-4	History of Europe: 13 <sup>th</sup> Century to 1789	3-1-0	3	100
5	V	MIC-5	History of India: 550CE-1200 CE	3-1-0	3	100
6	V	MIC-6	History of Europe: 1789-1919	3-1-0	3	100
7	VI	MIC-7	History of India: 1200-1707	3-1-0	3	100
8	VI	MIC-8	History of Modern World: 1919-1945	3-1-0	3	100
9	VII	MIC-9	History of India: 1707-1857	4-1-0	4	100
10	VIII	MIC-10	Indian National Movement 1857-1947	4-1-0	4	100

**Sub Total = 32 Credit**

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### Course Structure (Semester-I)

Sl.No.	Name of the Course	Type of Course	L-T-P	Credit	Marks
1.	The Idea of Bharat	MJC-1	6-1-0	6	100
2.	To be chosen from Other Social science Courses	MIC-1	4-1-0	3	100
3.	Multidisciplinary Course 1 (To be selected from Basket, to be decided by respective Department)	MDC-1	4-1-0	3	100
4.	MIL	AEC-1	2-1-0	2	100
5.	Skill Enhancement Course (To be Selected from Basket (given*))	SEC-1	1-0-3	3	100
6.	Value Added Course (To be Selected from Basket (given**))	VAC-1	1-0-3	3	100
<b>Total Credit-20</b>					

#### Basket for Skill Enhancement Courses for Semester 1 (SEC – 1)

\*Skill Enhancement Course (To be Selected from the Basket given below)

- Advance Spreadsheet Tools
- Public Speaking in English Language & Leadership
- Creative Writing
- Communication in Everyday life

#### Basket for Value Added Courses for Semester 1 (VAC – 1)

\*\*Value Added Course (To be Selected from the Basket given below)

- Gandhi & Educations
- Sports for Life
- Ethics & Culture
- Art of Being Happy
- Swaccha Bharat
- Fit India
- Panchakosha : Holistic Development of Personality
- Bhartiya Bhakti Parampra aur Manav Mulya

The **question paper pattern** for all courses shall consist of three parts –

Part A – Compulsory – consisting of objective/multiple choice type-

Each carrying two marks

10x2 = 20 marks

Part B – Short Answer Type – Four questions to be answered out of six questions-

Each carrying five marks

04x5 = 20 marks

Part C – Long Answer Type – Three questions to be answered out of five questions-

Each carrying five marks

03x10 = 30 marks

**Total: 100 Marks      End Semester Examination: 70 Marks**

**CIA: 30 Marks**

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### Course Structure (Semester-II)

Sl.No.	Name of the Course	Type of Course	L-T-P	Credit	Marks
1.	History of World Civilization	MJC-2	6-1-0	6	100
2.	To be chosen from Other Social Science Courses	MIC-2	4-1-0	3	100
3.	Multidisciplinary Course 2 (To be selected from Basket, to be decided by respective Department)	MDC-2	4-1-0	3	100
4.	Environmental Science	AEC-2	2-1-0	2	100
5.	Skill Enhancement Course (To be Selected from Basket (given*))	SEC-2	1-0-3	3	100
6.	Value Added Course (To be Selected from Basket (given**))	VAC-2	1-0-3	3	100

**Total Credit-20**

**Exit Option** to students with U.G. Certificate. After completing I, II Semester earning full credits students will be awarded UG Certificate only if he or she takes one Vocational Course of 4 credit (During Summer Vacation). This Course will not be included in SGPA & CGPA Calculation.

#### Basket for Skill Enhancement Courses for Semester II (SEC – 2)

\*Skill Enhancement Course (To be Selected from the Basket given below)

- Big Data Analysis
- Beginners Course to Calligraphy
- Personality Development & Communication
- Patkatha Lekhan

#### Basket for Value Added Courses for Semester II (VAC – 2)

\*\*Value Added Course (To be Selected from the Basket given below)

- Vedic Mathematics
- Emotional Intelligence
- Yoga Philosophy & Practice
- Ethics & Values in Ancient Indian Tradition
- Constitutional Values & Fundamental Duties
- Social & Emotional Learning
- Srijanatmak Lekhan ke Aayam

The **question paper pattern** for all courses shall consist of three parts –

Part A – Compulsory – consisting of objective/multiple choice type-

Each carrying two marks

10x2 = 20 marks

Part B – Short Answer Type – Four questions to be answered out of six questions-

Each carrying five marks

04x5 = 20 marks

Part C – Long Answer Type – Three questions to be answered out of five questions-

Each carrying five marks

03x10 = 30 marks

**Total: 100 Marks      End Semester Examination: 70 Marks**

**CIA: 30 Marks**

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## Four Years Under Graduate Programme (FYUGP)

### Semester I

#### Major Course 1 (MJC-1): Idea of Bharat

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical		
Idea of Bharat	6	6	1	0	Class XII pass	NIL

### SYLLABUS OF MJC-1

#### MJC-1: Idea of Bharat

##### Learning Outcome:

**CO1:** Students will acquire knowledge regarding the primitive life and cultural status of the people of ancient India.

**CO2:** They can gather knowledge about the society, culture, religion and political history of ancient India.

**CO3:** They will also acquire the knowledge of changing socio-cultural scenarios of India.

<b>MJC-1: Idea of Bharat</b>			(6 Credits )
			Contact Periods per week: 6L+1T
Unit	Topics to be covered	No. of Lectures	
I	<b>Concept of Bharatvarsha</b> a) Survey of Sources b) Understanding of Bharatvarsha c) Eternity of synonyms Bharat d) Indian concept of time and space e) The glory of Indian Literature: Ved, Vedanga, Upanishads, Epics, Jain and Buddhist Literature, Smriti, Puranas Etc.	14	
II	<b>Indian Knowledge Tradition, Art and Culture</b> a) Evolution of Script and language: Brahmi, Kharoshiti; Sanskrit, Pali, Prakrit & Abhatt etc. b) Salient features of Indian Art & Culture c) Indian education system d) The Ethics & Social Value System	12	
III	<b>Dharma, Philosophy and Vasudhaiva Kutumbakam</b> a) Indian perception of Dharma and Darshan b) The concept of Vasudhaiva Kutumbakam: Man, Family, Society and world c) Polity and governance: Concept of Janpada & Local Administration (Gram Swarajya)	08	

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IV	<b>Science, Environment and Medical science</b> a) Science and Technology in Ancient India b) Environmental conservation: Indian View c) Health consciousness of Early Society: Ayurveda Yoga and Naturopathy	14
V	<b>Indian economic traditions</b> a) Indian economic thoughts b) Concept of land, forest and agriculture c) Industry, inland trade & commerce d) Maritime Trade	12
<b>Total</b>		<b>60</b>

### Suggested Readings:

1. A.L. Basham: The Wonder that was India, Rupa, Delhi 1994
2. A.S. Altekar, Education in Ancient India, Nand Kishore & Bros, Varanasi 1944
3. Balbir Singh Sihag: Kautilya: The true founder of Economics, Vitasta Publishing Pvt. Ltd, Delhi, 2014
4. Bhagvadatt: Brihad Bharat ka Itihas, Pranav Prakashan, New Delhi
5. Dharampal: The Beautiful Tree, Other India press, Delhi 1995
6. Faith Robertson Elliott: Gender Family and Society, St. Martin press, New York, 1996
7. Govind Chandra Pandey :Bhartiya Sanskriti, Hindi Granth Akadamy, Bhopal, 2008.
8. Govind Chandra Pandey: Vedic Sanskriti, Lok Bharti Prakashan, Delhi.
9. Kapil Dev Dwivedi: Vedon mein Tatva Gyan, Vishva Bharati Anusandhan Parishad, 2014
10. Narendra Mohan: Bhartiya Sanskriti, Prabhat Prakashan, Delhi, 2011
11. Omprakash Pandey: Drashtaya Jagat ka Yatharth, Prabhat Prakashan, Delhi, 2005
12. Radha Kumud Mookerji: Indian Shipping, Pub. South Asia Books, 1999
13. Rajbali Pandey: Bhartiya Puralipi, Lok Bharati Prakashan, Allahabad, 1998
14. Satish Chand Mittal: Bhartiya Sanskriti ke Char Adhyay, Akhil Bhartiya Itihas Sankalan Yojana, New Delhi, 2018
15. Shri Arvind: Bhartiya Sanskriti ke Adhar, Aditi Karyalaya, Arvind Ashram, Puducheri.
16. Thomas Maurice: Indian Antiquities, Pub. T. Maurice, 1806, London
17. Vasudev Sharan Aggarwal: Panini Kalin Bharat arsh, Prithi Prakashan, Varanasi.
18. Vishambhar Sharan Pathak: Desh ke Abhidhan, Purvi Sansthan, Lucnow, 1992
19. Will Durant: The Story of civilization, five communication, US, Jan. 1993(11 Vol)
20. Zekuthial Ginshurg: New light on our Numerals.
21. R.K Mookherjee: The Fundamental Unity of India

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## Four Years Under Graduate Programme (FYUGP) Semester II

### Major Course-2 (MJC-2): History of World Civilization

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical		
<b>History of World Civilization</b>	6	6	1	0	Class XII pass	NIL

#### Learning Outcome:

**CO:1** Student will acquire knowledge about the evolution of human society, and transformation of ancient civilizations like Mesopotamia, Greece, China, Roman and Medieval Europe.

**CO:2** They will acquire knowledge about the origin, features, nature and class composition of various societies.

**CO:3** They will make comparison to each other among the several societies of the world.

<b>MJC-2: History of World Civilization</b>			<b>(6 Credits)</b>
			<b>Contact Periods per week: 6L+1T</b>
Unit	Topics to be covered	No. of Lectures	
I	<b>History of Early World Civilization</b> a) Survey of Sources: Early & Medieval World Civilization b) Egyptian Civilization, Political development, Art, Architecture and Religion c) Mesopotamia Civilization: Sumerian, Babylonian and Assyrian: Society, Religion, Law, Art & Architecture, Administration and Education. d) Chinese Civilization: Polity, Society, Science and Technology. e) Persian Civilisation: Political, Social and Economic Condition.	14	
II	<b>Classical Greece</b> a) Homer Age: Evolution of classical Greece. b) Athens, Sparta c) Greece: Persian war and the Peloponnesian war d) The Pericles Age in Greece, growth of state and society, development of Science, Art and Philosophy.	12	
III	<b>Roman Empire</b> a) Origin of Rome b) Rise and Evolution: Roman Republic and Roman law. c) Expansion of Rome. d) Imperial Age in Rome.	08	

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IV	<b>Rise of Christianity and Islam</b> a) Rise, establishment and growth of Christianity b) The Barbarian invasion and the fall of western empire. c) Birth and expansion of Islam and its impact. d) The Arab civilization and its contribution.	14
V	<b>Early Medieval Europe</b> a) Crusades and their impact on Europe. b) Rise and growth of European Feudalism and its decline. c) Commercialism and its impact. d) Religion and Society in Pre-Medieval Europe.	12
<b>Total</b>		<b>60</b>

### Suggested Readings:

1. Arnold J Toynbee: A study of History, Vol I to XII, 1934-1961, Reprint; OUP, USA, 1988
2. Childe, V.G.: What happened in History, Penguin Pub, 1967.
3. Durant Will: An age of Faith, 1950, reprint 1980.
4. Durant Will: Our Oriental Heritage: The Story of Civilization, II Volume.
5. Frankfort Henri: The Birth of Civilization to the Near East, Indians Uni, Press, 1951.
6. Goyal, S.R: Vishwa Ki Pracheen Sabhyatayen, Kusumanjali Prakashan, 1963.
7. Nicholas, David: The Evolution of the Medieval World, Society, Government and thought in Europe, 312-1500, Rout ledge, 1992.
8. Ray, U.N.: Vishwa Sabhyata Ka Itihas, Lok Bharti Prakashan, 2017.
9. Swain J.E: A History of World Civilization, McGraw Book, New York, 1938, reprint, S. Chand, New Delhi 2000.
10. Trever, A. Albert: History of Ancient Civilization Harcourt, Brace, 1936.
11. Wells, H.G: The Outline of History, George Newness Revised Edition 1971.
12. Sharma, Manoj: History of World Civilization, Anmol Pub, New Delhi, 2005

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## SYLLABUS OF MIC-1

### MIC-1: Idea of Bharat

#### Minor Course 1 (MIC-1): Idea of Bharat

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical		
Idea of Bharat	3	3	1	0	Class XII pass	NIL

#### Learning Outcome:

**CO1:** Students will acquire knowledge regarding the primitive life and cultural status of the people of ancient India.

**CO2:** They will gather knowledge about the society, culture, religion and political history of ancient India.

**CO3:** They will also acquire the knowledge of changing socio-cultural scenarios of India.

#### Minor Course-1

MIC-1: Idea of Bharat (3 Credits)		
Contact Periods per week: 3L+1T		
Unit	Topics to be covered	No. of Lectures
I	<b>Concept of Bharatvarsha</b> a) Understanding of Bharatvarsha b) The glory of Indian Literature: Ved, Vedanga, Upanishads, Epics, Jain and Buddhist Literature, Smriti, Puranas Etc.	5
II	<b>Indian Knowledge Tradition, Art and Culture</b> a) Salient features of Indian Art & Culture b) Indian education system	7
III	<b>Vasudhaiva Kutumbakam and Governance</b> a) The concept of Vasudhaiva Kutumbakam: Man, Family, Society and world b) Polity and governance: Concept of Janpada & Local Administration (Gram Swarajya)	6
IV	<b>Science, Environment and Medical science</b> a) Science and Technology in Ancient India b) Environmental conservation: Indian View c) Health consciousness of Early Society: Ayurveda Yoga and Naturopathy	6

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V	<b>Indian economic traditions</b> a) Indian economic thoughts b) Concept of land, forest and agriculture c) Industry, inland trade & commerce	6
<b>Total</b>		<b>30</b>

### Suggested Readings:

1. A.L. Basham: The Wonder that was India, Rupa, Delhi 1994
2. A.S. Altekar, Education in Ancient India, Nand Kishore & Bros, Varanasi 1944
3. Balbir Singh Sihag: Kautilya: The true founder of Economics, Vitasta Publishing Pvt. Ltd, Delhi, 2014
4. Bhagvadatt: Brihad Bharat ka Itihas, Pranav Prakashan, New Delhi
5. Braj Bansi Lal, The Rigidic People: Invadors' ?/Immigrants' ? or Indiginious?, Aryan Books International, 2015
6. Braj Bansi Lal, The Saraswati Flows on: the continuity of Indian Culture, Aryan Books International, 2002
7. Dharampal: The Beautiful Tree, Other India press, Delhi 1995
8. Faith Robertson Elliott: Gender Family and Society, St. Martin press, New York, 1996
9. Govind Chandra Pandey :Bhartiya Sanskriti, Hindi Granth Akadamy, Bhopal, 2008.
10. Govind Chandra Pandey: Vedic Sanskriti, Lok Bharti Prakashan, Delhi.
11. Kapil Dev Dwivedi: Vedon mein Tatva Gyan, Vishva Bharati Anusandhan Parishad, 2014
12. Narendra Mohan: Bhartiya Sanskriti, Prabhat Prakashan, Delhi, 2011
13. Omprakash Pandey: Drashtaya Jagat ka Yatharth, Prabhat Prakashan, Delhi, 2005
14. Radha Kumud Mookerji: Indian Shipping, Pub. South Asia Books, 1999
15. Rajbali Pandey: Bhartiya Puralipi, Lok Bharati Prakashan, Allahabad, 1998
16. Satish Chand Mittal: Bhartiya Sanskriti ke Char Adhyay, Akhil Bhartiya Itihas Sankalan Yojana, New Delhi, 2018
17. Shri Arvind: Bhartiya Sanskriti ke Adhar, Aditi Karyalaya, Arvind Ashram, Puducheri.
18. Thomas Maurice: Indian Antiquities, Pub. T. Maurice, 1806, London
19. Vasudev Sharan Aggarwal: Panini Kalin Bharat arsh, Prithi Prakashan, Varanasi.
20. Vishambhar Sharan Pathak: Desh ke Abhidhan, Purvi Sansthan, Lucnow, 1992
21. Will Durant: The Story of civilization, five communication, US, Jan. 1993(11 Vol)
22. Zekuthial Ginshurg: New light on our Numerals.
23. R.K Mookherjee: The Fundamental Unity of India

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## Semester II

### Minor Course-2 (MIC-2): History of World Civilization

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical		
<b>History of World Civilization</b>	3	3	1	0	Class XII pass	NIL

#### Learning Outcome:

**CO:1** Student will acquire knowledge about the evolution of human society, and transformation of ancient civilizations like Mesopotamia, Greece, China, Roman and Medieval Europe.

**CO:2** They will acquire knowledge about the origin, features, nature and class composition of various societies.

**CO:3** Student will learn to compare among the several societies of the world.

<b>MJC-2 : History of World Civilization</b>			<b>(3 Credits)</b>
			<b>Contact Periods per week: 3L+1T</b>
Unit	Topics to be covered	No. of Lectures	
I	<b>History of Early World Civilization</b> a) Egyptian Civilization, Political development, Art, Architecture and Religion b) Mesopotamia Civilization: Sumerian, Babylonian and Assyrian: Society, Religion, Law, Art & Architecture, Administration and Education.	7	
II	<b>Classical Greece</b> a) Homer Age: Evolution of classical Greece. b) The Pericles Age in Greece, growth of state and society, development of Science, Art and Philosophy	6	
III	<b>Roman Empire</b> a) Origin, Rise and Evolution of Roman Republic b) Imperial Age in Rome.	4	
IV	<b>Rise of Christianity and Islam</b> a) Rise, establishment and growth of Christianity b) Birth and expansion of Islam and its impact. c) The Arab civilization and its contribution.	7	
V	<b>Early Medieval Europe</b> a) Crusades and their impact on Europe. b) Rise and growth of European Feudalism and its decline.	6	
<b>Total</b>			<b>30</b>

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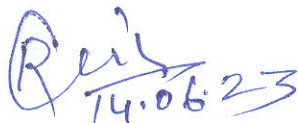
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### Suggested Readings:

1. Arnold J Toynbee: A study of History, Vol I to XII, 1934-1961, Reprint; OUP USA, 1988
2. Childe, V.G.: What happened in History, Penguin Pub, 1967.
3. Durant Will: an age of Faith, 1950, reprint 1980.
4. Durant Will: Our Oriental Heritage: The Story of Civilization, II Volume.
5. Frankfort Henri: The Birth of Civilization to the Near East, Indians Uni, Press, 1951.
6. Goyal, S.R: Vishwa Ki Pracheen Sabhyatayen, Kusumanjali Prakashan, 1963.
7. Nicholas, David: The Evolution of the Medieval World, Society, Government and thought in Europe, 312-1500, Rout ledge, 1992.
8. Ray, U.N.: Vishwa Sabhyata Ka Itihas, Lok Bharti Prakashan, 2017.
9. Swain J.E: A History of World Civilization, McGraw Book, New York, 1938, reprint, S. Chand, New Delhi 2000.
10. Trever, A. Albert: History of Ancient Civilization Harcourt, Brace, 1936.
11. Wells, H.G: The Outline of History, George Newness Revised Edition 1971.
12. Sharma, Manoj: History of World Civilization, Anmol Pub, New Delhi, 2005

  
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**Subject Expert-3**

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## Proposed Course Structure for 4 Year Undergraduate Programme under CBCS System

### Skill Enhancement Course (SEC)

#### Semester – I (SEC- 1)

Science	Social Science/Arts	Commerce
<ul style="list-style-type: none"> <li>• Advance Spreadsheet Tools</li> <li>• Basic IT Tolls</li> <li>• Creative Writing</li> <li>• Communication in Everyday life</li> </ul>	<ul style="list-style-type: none"> <li>• Advance Spreadsheet Tools</li> <li>• Public Speaking in English Language &amp; Leadership</li> <li>• Creative Writing</li> <li>• Communication in Everyday life</li> </ul>	<ul style="list-style-type: none"> <li>• Advance Spreadsheet Tools</li> <li>• Digital Marketing</li> <li>• Creative Writing</li> <li>• Communication in Everyday life</li> </ul>

#### Semester – II (SEC- 2)

Science	Social Science/Arts	Commerce
<ul style="list-style-type: none"> <li>• Big Data Analysis</li> <li>• Beginners Course to Calligraphy</li> <li>• Introduction to Cloud Computing (AWS)</li> <li>• Personality Development &amp; Communication</li> </ul>	<ul style="list-style-type: none"> <li>• Big Data Analysis</li> <li>• Beginners Course to Calligraphy</li> <li>• Personality Development &amp; Communication</li> <li>• पटकथा लेखन</li> </ul>	<ul style="list-style-type: none"> <li>• Big Data Analysis</li> <li>• Beginners Course to Calligraphy</li> <li>• Business Communication</li> <li>• Personality Development &amp; Communication</li> </ul>

#### Semester – III (SEC- 3)

Science	Social Science/Arts	Commerce
<ul style="list-style-type: none"> <li>• Prospecting E-waste for sustainability</li> <li>• Visual Communication &amp; Photography</li> <li>• Graphic Design &amp; Animation</li> <li>• Statistical Software Package</li> <li>• Communication in Professional Life</li> </ul>	<ul style="list-style-type: none"> <li>• Personal Financial Planning</li> <li>• Visual Communication &amp; Photography</li> <li>• Statistical Software Package</li> <li>• Communication in Professional Life</li> <li>• रचानात्मक लेखन</li> <li>• रंगमंच</li> </ul>	<ul style="list-style-type: none"> <li>• Prospecting E-waste for sustainability</li> <li>• Sustainable Ecotourism &amp; Entrepreneurship</li> <li>• Visual Communication &amp; Photography</li> <li>• Statistical Software Package</li> <li>• Communication in Professional Life</li> </ul>

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**LIST OF SKILL ENHANCEMENT COURSES (SEC)**

SL. NO.	Course Title	LTP Distribution of the Course			Total Credits:	Total Marks = 100
		L	T	P		
1	Advance Spreadsheet Tools	1	0	3	3	End -Term Appraisal : 70 Marks Internal Assessment: 30 Marks
2	Basic IT Tolls	1	0	3	3	
3	Beginners Course to Calligraphy	1	0	3	3	
4	Big Data Analysis	1	0	3	3	
5	Business Communication	1	0	3	3	
6	Communication in Everyday life	1	0	3	3	
7	Communication in Professional Life	1	0	3	3	
8	Creative Writing	1	0	3	3	
9	Digital Marketing	1	0	3	3	
10	Graphic Design & Animation	1	0	3	3	
11	Introduction to Cloud Computing (AWS)	1	0	3	3	
12	Personal Financial Planning	1	0	3	3	
13	Personality Development & Communication	1	0	3	3	
14	Prospecting E-waste for sustainability	1	0	3	3	
15	Public Speaking in English Language & Leadership	1	0	3	3	
16	Statistical Software Package	1	0	3	3	
17	Sustainable Ecotourism & Entrepreneurship	1	0	3	3	
18	Visual Communication & Photography	1	0	3	3	
19	पटकथा लेखन	1	0	3	3	
20	रंगमंच	1	0	3	3	
21	रचानात्मक लेखन	1	0	3	3	

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## Skill Enhancement Course (SEC)

### • Course Title - Advance Spreadsheet Tools

#### Learning Objectives

The Learning Objectives of this course are as follows:

- To enable the students to use Excel for advanced data analysis
- To equip the students to with automation skills on excel
- To enable the students to use excel for informed decision making.

#### Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to make meaningful representations of data in the form of charts and pivot tables.
- By studying this course, students will be able to draw analysis on data using spreadsheets and use interpretation to make decisions.
- By studying this course, students will be able to generate word documents with appropriate formatting, layout, proofing.
- By studying this course, students will be able to manage data for generating queries, forms and reports in a database.

### SYLLABUS

#### Unit 1: Excel Advanced Techniques

Templates, Efficiency, and Risk (Standard Deviation, Variance, and Coefficient of Variation), Data Validation; \*Functions and Power functions, Array Formulae (Frequency Distribution, mode.mult, mode.sngl), Tables, Advanced Range Names, What-if-analysis: Goal-seek, Data tables, and Scenario Manager; Data analysis ToolPak: Descriptive Statistics, Moving averages, Histogram, Covariance, correlation, and Regression analysis (only for projection); solver add in. Problem Solving using Solver (optimal product mix, workforce scheduling, transportation, capital budgeting, financial planning), Integrating excel with other tools: MS word, outlook, PowerPoint, Access, Power BI.

#### Unit 2: Excel Interactivity and Automation

Index and Match, Offset, Dynamic Charting, Database functions, Text functions, and Error functions: IfError, IsError, Aggregate, Circular Reference, Formula Auditing, Floating-Point Errors, Form Controls (Button, Combo, Check box, Spinner, List, Option), Visual Basic (only basic). Recording Macros, Absolute and relative macros, editing macros, Use of spinner buttons and command buttons; Sub Procedure, Function Procedure (creating New Functions); Working with Loops: Do\_while loop, For\_Next loop; Creating User Forms: Message Box, Input Box; If\_Then\_Else.

#### Unit 3: Introduction to VBA

Conditional Formatting, Charts that Inspire (Waterfall, Column, Line, Combo, Thermometer, Scatter, Histogram) Sheers, Sparklines, Graphics Tricks and Techniques, Worksheet Automation using Macros: Absolute and relative macros, editing macros, Creating new functions using macros, Use of spinner buttons and command buttons.



#### Unit 4: Data Analysis and Decision-Making

Working with External Data, Advanced Uses of PivotTables, PowerPivot, Reporting with PowerPivot, Power query, Dashboard, Creating a spreadsheet in the area of: Loan and Lease statement; Ratio Analysis; Payroll Accounting; Capital Budgeting (NPV & IRR), Portfolio Management, Breakeven analysis, and Sensitivity analysis; Operations Management: Constraint, Forecasting & Trend Analysis optimization, Assignment Problems; Depreciation Accounting (Single Method); Graphical representation of data; Frequency distribution and its statistical parameters; Correlation and Regression Analysis

#### Essential/recommended readings

- Excel 2016 Power Programming with VBA, Michael Alexander, Dick Kusleika, Wiley.
- Financial Analysis and Modelling Using Excel and VBA, Chandan Sengupta, Second Edition, Wiley Student Edition.
- MS Excel 2016, Data Analysis & Business Modelling, Wayne Winston, PHI.

#### Suggestive readings

- Microsoft Excel 2016 - Data Analysis and Business Modelling Paperback - 1 May
- 2017 Wayne L. Winston, Microsoft Press.
- Microsoft Excel Practical Formulae: From Basic Data Analysis to Advanced
- Formulae
- Manipulation Diane Griffiths.



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• **Course Title – Basic IT Tools**

**Learning Objectives**

The Learning Objectives of this course are as follows:

- To enable students develop IT skills that are a pre-requisite in today's work environment.
- To equip them with basic computing skills that will enhance their employability in general.
- To enable the student to analyse and present information in a meaningful manner.

**Learning outcomes**

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to use word-processor to generate documents with appropriate formatting, layout, review and referencing.
- By studying this course, students will be able to manage data in worksheets and workbooks and analyze it using spreadsheet functions and inbuilt formulas.
- By studying this course, students will be able to draw analysis on data using spreadsheets to make decisions.
- By studying this course, students will be able to make meaningful representations of data in the form of charts and pivot tables.
- By studying this course, students will be able to manage data in database tables and use the same for generating queries, forms and reports.

**SYLLABUS**

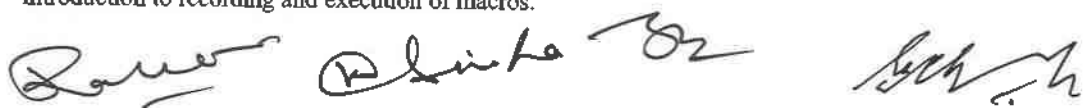
**Course Contents:**

**Unit 1: Introduction to Spreadsheets**

Spreadsheets: Concept of worksheets and workbooks, creating, opening, closing and saving workbooks, moving, copying, inserting, deleting and renaming worksheets, working with multiple worksheets and multiple workbooks, controlling worksheet views, naming cells using name box, name create and name define; Exchanging data using clipboard, object linking and embedding; Printing and Protecting worksheets: Adjusting margins, creating headers and footers, setting page breaks, changing orientation, creating portable documents and printing data and formulae; Implementing file level security and protecting data within the worksheet; Understanding absolute, relative and mixed referencing in formulas, referencing cells in other worksheets and workbooks, correcting common formula errors, working with inbuilt function categories like mathematical, statistical, text, lookup, information, logical, database, date and time and basic financial functions.

**Unit 2: Data Analysis in Spreadsheets**

Consolidating worksheets and workbooks using formulae and data consolidate command; Choosing a chart type, understanding data points and data series, editing and formatting chart elements, and creating sparkline graphics, Analysing data using pivot tables: Creating, formatting and modifying a pivot table, sorting, filtering and grouping items, creating calculated field and calculated item, creating pivot table charts, producing a report with pivot tables. Introduction to recording and execution of macros.





### Unit 3: Word Processing

Introduction: Creating and saving your document, displaying different views, working with styles and character formatting, working with paragraph formatting techniques using indents, tabs, alignment, spacing, bullets and numbering and creating borders; Page setup and sections: Setting page margins, orientation, headers and footers, end notes and foot notes, creating section breaks and page borders; Working with tables: Creating tables, modifying table layout and design, sorting, inserting graphics in a table, table math, converting text to table and vice versa; Create newspaper columns, indexes and table of contents, Spell check your document using inbuilt and custom dictionaries, checking grammar and style, using thesaurus and finding and replacing text; Create bookmarks, captions and cross referencing, adding hyperlinks, adding sources and compiling and bibliography; Mail merge: Creating and editing your main document and data source, sorting and filtering merged documents and using merge instructions like ask, fill-in and if-then-else; Linking and embedding to keep things together.

### Unit 4: Databases

Introduction to Database Development: Database Terminology, Objects, Creating Tables, working with fields, understanding Data types, Changing table design, Assigning Field Properties, Setting Primary Keys, using field validation and record validation rules, Indexing, working with multiple tables, Relationships & Integrity Rules, Join Properties, Record manipulation, Sorting & Filtering; Select data with queries: Creating Query by design & by wizard (Select, Make Table, Append, Delete, Cross Tab, Update, Parameterized Query, Find Duplicate and Find Unmatched), Creating multi table queries, creating & working with table joins. Using operators & expressions: Creating simple & advance criteria; Working with forms: Creating Basic forms, working with bound, unbound and calculated controls, understanding property sheet, Working with Data on Forms: Changing Layout, creating Sub Forms, creating list box, combo box and option groups; Working with Reports: Creating Basic Reports, Creating Header & Footer, Placing Controls on reports, sorting & grouping, Creating Sub reports.

### Essential/recommended readings

- Swinford, E., Dodge, M., Couch, A., Melton, B. A. (2013). Microsoft Office Professional 2013. United States: O'Reilly Media.
- Wang, W. (2018). Office 2019 For Dummies. United States: Wiley. Microsoft Lambert, J. (2019). Microsoft Word 2019 Step by Step. United States: Pearson Education.

### Suggestive readings

- Jelen, B. (2013). Excel 2013 Charts and Graphs. United Kingdom: Que.
- Alexander, M., Jelen, B. (2013). Excel 2013 Pivot Table Data Crunching. United Kingdom: Pearson Education.
- Alexander, M., Kusleika, R. (2018). Access 2019 Bible. United Kingdom: Wiley.

*Renew @ Sinha On 24/11/20*

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• **Course Title – Beginners Course to Calligraphy**

**Learning Objectives**

The Learning Objectives of this course are as follows:

- To teach students the art of Calligraphy.
- To make students better at handwriting and embellish the scripts.
- To help the students communicate with creativity.

**Learning outcomes**

The Learning Outcomes of this course are as follows:

- Students will be skilled in calligraphy scripts.
- Learning flourishing will help to develop good writing.
- Practice sessions will further a project at the end of semester.
- Will induce skills to set up a business, too.

**SYLLABUS**

**Unit 1: Introduction to Calligraphy**

- Definition, History of calligraphy, Calligraphy at the Global level, Types of Calligraphy: Classical Calligraphy & Modern Calligraphy
- Practice Sessions: Introducing students to Calligraphy and its types through images, videos and animations.

**Unit 2: Introduction to the Writing tools**

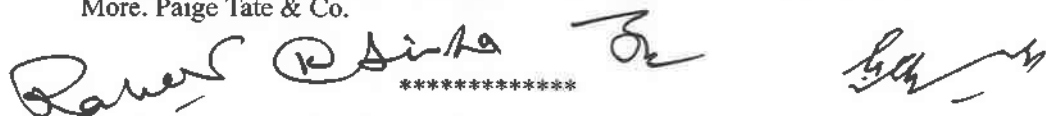
- Tool Kit, Different Types of Pens, Different Types of Nibs, Different Types of Brushes, Different Types of Inks
- Practice Sessions: Display of Writing items, Discussion on the usage of different types of pens, nibs and brushes through hands-on activities

**Unit 3: Foundation to Calligraphy**

- How to write letters?, Majuscules, Miniscules, Numbers, Learning Strokes, Sans Serif B-point, Celtic, Italian Script, Roman Script, Gothic Script
- Practice Sessions: Learning and practicing strokes- Upstroke, Downstroke, Overtum, Undertum, Compound curve, Oval, Ascending loop
- Hands-on activities and Assessment on Sans Serif B-point, Celtic, Italian Script, Roman Script, Gothic Script, Flourishing

**Essential/recommended readings**

- Suepsuan, P. A. (2021). Start Calligraphy The Right way to write: Learn Calligraphy The Complete Book - Modern Calligraphy Pen For Beginners, Learning Resources Step By Step Number Line, Mastering Modern Calligraphy. Independently published.
- C., & Co., T. P. (2020). Modern Calligraphy Set for Beginners: A Creative Craft Kit for Adults featuring Hand Lettering 101 Book, Brush Pens, Calligraphy Pens, and More. Paige Tate & Co.

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## • Course Title – Big Data Analytics

### Learning Objectives

The Learning Objectives of this course are as follows:

- To Understand the Big Data Platform and its Uses
- Provide an overview of Apache Hadoop
- Provide HDFS Concepts and Interfacing with HDFS.
- Provide hands on Hadoop Eco System
- To understand spark framework

### Learning outcomes

The Learning Outcomes of this course are as follows:

- After studying this course, students will be able to identify Big Data and its Business Implications.
- After studying this course, students will be able to list the components of Hadoop and Hadoop Eco-System.
- After studying this course, students will be able to access and process data on distributed file system,
- After studying this course, students will be able to manage job execution in Hadoop environment.
- After studying this course, students will be able to develop Big Data Solutions using Hadoop Eco System.

### SYLLABUS

#### Unit 1: Fundamentals of Big Data Analysis

Data Storage and Analysis, Characteristics of Big Data, Big Data Analytics, Typical Analytical Architecture, Requirement for new analytical architecture, Challenges in Big Data Analytics - Need of big data frameworks

#### Unit 2: Hadoop Framework

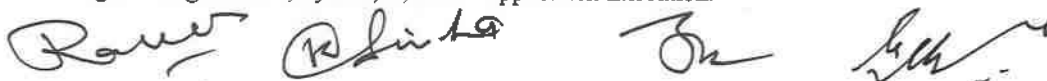
Hadoop, Requirement of Hadoop Framework, Design principle of Hadoop -Comparison with other system, Hadoop Components - Hadoop 1 vs Hadoop 2, Hadoop Daemon's - HDFSCommands, Map Reduce Programming: I/O formats, Map side join, Reduce Side Join, Secondary sorting, Pipelining Map Reduce jobs

#### Unit 3: HDFS (Hadoop Distributed File System)

The Design of HDFS, HDFS Concepts, Command Line Interface, Hadoop file system interfaces, Data flow, Data Ingest with Flume and Scoop and Hadoop archives, Hadoop I/O: Compression, Serialization, Avro and File-Based Data structures.

#### Unit 4: Spark Framework and Data Analysis with Spark Shell

Introduction to GPU Computing, CUDA Programming Model, CUDA API, Simple Matrix, Multiplication in CUDA, CUDA Memory Model, Shared Memory Matrix Multiplication, Additional CUDA API Features. Writing Spark Application - Spark Programming in Scala, Python, R, Java - Application Execution.

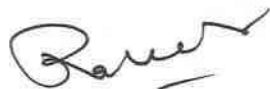


### Practical Exercises

- Downloading and installing Hadoop.
- Understanding different Hadoop modes. Startup scripts, Configuration files.
- Hadoop Implementation of file management tasks, such as Adding files and directories, retrieving files and Deleting files.
- Run a basic word count Map reduce program to understand map reduce paradigm: To count words in a given file, to view the output file, and to calculate the execution time.
- Map Reduce Program to analyse time-temperature statistics and generate report with max/min temperature.
- Implement of Matrix Multiplication with Hadoop Map Reduce.
- Implementation of K-means clustering using Map Reduce.
- To study and implement basic functions and commands in R programming.
- To build Word cloud, a text mining method using R for easy to understand and visualization than a table data.
- To implement clustering program using R programming

### Essential/recommended readings

- Seema Acharya, Subhasini Chellappan, "Big Data Analytics" Wiley 2015.
- Mike Frampton, "Mastering Apache Spark", Packt Publishing, 2015.
- Tom White, "Hadoop: The Definitive Guide", O'Reilly, 4th Edition, 2015.
- Nick Pentreath, Machine Learning with Spark, Packt Publishing, 2015.
- Mohammed Guller, Big Data Analytics with Spark, Apress, 2015.
- Donald Miner, Adam Shook, "Map Reduce Design Pattern", O'Reilly, 2012



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## • **Course Title – Business Communication**

### **Learning Objectives**

The Learning Objectives of this course are as follows:

- To train students to enhance written as well as oral communication in the corporate world.
- To help students in understanding the principles and techniques of business communication.
- To understand the use of electronic media for communication.

### **Learning outcomes**

The Learning Outcomes of this course are as follows:

- After studying this course, students will be able to explain the need for communication in management.
- After studying this course, students will be able to appreciate the need of effective writing for communication.
- After studying this course, students will be able to demonstrate the skill of effective report writing and summarizing annual reports.
- After studying this course, students will be able to analyse business correspondence and e-correspondence.
- After studying this course, students will be able to appreciate oral presentations.

### **SYLLABUS**

#### **Unit 1: Introduction to the essentials of Business Communication**

Meaning, process and functions. Need and importance. Medium: verbal & non-verbal communication. Channels: formal & informal. Levels of communication. Direction of communication: downward, upward, lateral, & diagonal. Effective communication: difficulties/barriers and solutions. Interactive and non-interactive techniques of communication. Listening as a tool of communication, Guidelines for effective listening.

#### **Unit 2: Effective Writing**

Guidelines for clear writing. References, bibliographical research tools. Citing methods, footnotes, discussion footnotes. Use of library and internet for collection, classification and interpretation of data and information.

#### **Unit 3: Report Writing**

Types of reports. Formal report: components and purpose. Organising information: outlining & numbering sections, section headings, sub-headings, & presentation. Writing reports on field work/visits to industries, business concerns. Summarising annual reports of companies: purpose, structure and principles. Drafting minutes.

#### **Unit 4: Business Correspondence and E-Correspondence**

Need and importance of business letters. Office memorandum, office circulars, notices and orders. Technology for communication. Effective IT communication tools. Electronic mail: advantages, safety and smartness in email. E-mail etiquettes.

#### **Unit 5: Spoken English and Oral Presentation**

Effective negotiation: elements, process and general guidelines. Telephonic conversation. Conducting & facing interviews. Conducting & participating in group decisions. Making presentations: content and organising. Features of a good presentation. Delivering a presentation.






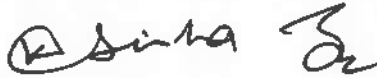

**Practical Exercises:**

The learners are required to:

- learn how to summarise annual reports of companies.
- prepare presentations using power-point.
- participate in Group discussions and mock interviews.
- smartly draft business emails.

**Essential/recommended readings**

- C.B.Gupta (2019). Essentials of Business Communication, Sultan Chand & Sons.
- Kaul, A. Effective Business Communication, 2nd ed. PHI learning
- Lesikar, R.V. & Flatley, M.E. (2001). Basic Business Communication Skills for Empowering the Internet Generation, Tata McGraw Hill Publishing Company Ltd. New Delhi.
- Ludlow, R. & Panton, F.(1992). The Essence of Effective Communications, Prentice Hall of India Pvt. Ltd., New Delhi.
- Meyer C.Dev(2021). Communicating for Results,Oxford University Press
- Quintanilla, Kelly M, (2021), Business and Professional Communication, 4e, Sage Textbook
- R. C. Bhatia (2008), Business Communication, Ane Books Pvt Ltd, New Delhi.
- Raman and Singh(2012). Business Communication. Oxford University Press
- Scot, O., Contemporary Business Communication. Biztantra, New Delhi.

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## • **Course Title – Communication in Everyday Life**

### **Learning Objectives**

The Learning Objectives of this course are as follows:

- To lay down a basic foundation for basic communication that is a part of a student's everyday life.
- To inculcate the fundamentals of communication with the aim to enhance listening, speaking and writing skills.
- To hone practical skills that can be used in day-to-day affairs.

### **Learning outcomes**

The Learning Outcomes of this course are as follows:

- After studying this course, students will be able to improve mediation skills.
- After studying this course, students will be able to building human relationships.
- After studying this course, students will be able to foster societal understanding & develop an independent perspective.
- After studying this course, students will be able to enhance social Communication skills of students.

## **SYLLABUS**

### **UNIT 1**

#### **Theory of Communication**

- Meaning, Features, Uses, Cycle, Feedback, Advantages
- Barriers
- 7 C's of Communication

### **UNIT 2**

#### **Listening Skills**

- Netiquettes
- Audio-book Listening & Discussions
- Note-taking

### **UNIT 3**

#### **Speaking Skills**

- Oral Presentation- Audio-Visual aids, Audience & Feedback, Delivery of Presentation, Handling Questions
- Group Discussion- Culture & History, Current Affairs, Society-related
- Public Speaking- Public Speech, Extempore
- Interview- Personal, Conversational, Public

### **UNIT 4**

#### **Reading Skills**

- Close Reading
- Skimming
- Scanning

### **UNIT 5**

#### **Writing Skills**

- Summarising
- Paraphrasing
- Note-making
- Essays- Expository Essay, Descriptive Essay, Narrative Essay
- Letter Writing- Formal Letter, Informal Letter

- Reports- Incidence, Newspaper, Organisational Report
- Analysis & Interpretation- Textual
- Intra & Inter-personal Skills - Monologue, Dialogue

#### Suggested Readings

- Chaudhary, Shoma. "Understanding Interviews, Billy Elliot is my Story, Only LessHappy". Tehelka: The People's Paper, 18 February 2006.
- Kumar, Dinesh. "Understanding Values, Our Muddled Generation". The Hindu, 26March 2006.
- Learning to Write I, "Free Writing". In Fluency in English II, ed. Varma, Pramodiniand Mukti Sanyal, pp. 1-5, Oxford, New Delhi, 2015.
- Learning to Write II, "Editing". In Fluency in English II, ed. Varma, Pramodini andMukti Sanyal, pp. 25-27, Oxford, New Delhi, 2015.
- Learning to Write III, "What makes Good Writing Good". In Fluency in English II, ed. Varma, Pramodini and Mukti Sanyal, pp. 48-51, Oxford, New Delhi, 2015.

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## **Course Title – Communication in Professional Life**

### **Learning Objectives**

The Learning Objectives of this course are as follows:

- To prepare the students for their upcoming professional fields.
- To inculcate the fundamentals of professional and business communication.
- To learn aspects of global communication.
- To enhance employability skills of the learners by enabling them to write effective resumes and face interviews with confidence

### **Learning outcomes**

The Learning Outcomes of this course are as follows:

- After studying this course, students will be able to improve presentation skills to be learnt by effective use of verbal and non-verbal communication for the professional field.
- After studying this course, students will be able to acquire practical employability skills to be disseminated through focused sessions on practical employable knowledge.
- After studying this course, students will be able to enhance professional communication.
- After studying this course, students will be able to improve persuasion and negotiation skills which will be useful for the professional field.

### **UNIT 1**

- Theory of Business Communication
- Introduction
- What is Business Communication?
- Language of Business Communication
- Cultural Components - Cross-Cultural Communication, Cultural Shock, Stereotyping, Ethnocentrism
- Miscommunication & Effective Communication

### **UNIT 2**

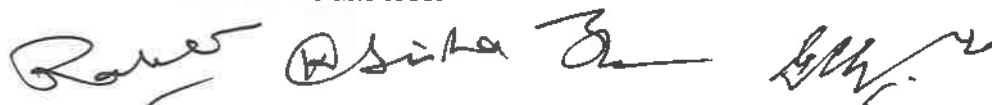
#### **Listening Skills**

- Netiquettes
- Audio-book Listening & Discussions
- Note-taking

### **UNIT 3**

#### **Speaking Skills**

- Presentation Skills- Oral Presentation, Ppt. Preparation, Ppt. Presentation
- Group Discussion
- Talks- Domain-specific, Ted-Talks, Business Meets, Motivational Talks
- Telephonic Skills
- Persuasion Skills
- Meeting & Negotiation
- Interview- Promotion Interview, Job Interview, Business Interview
- Functions and activities of PR



#### UNIT 4

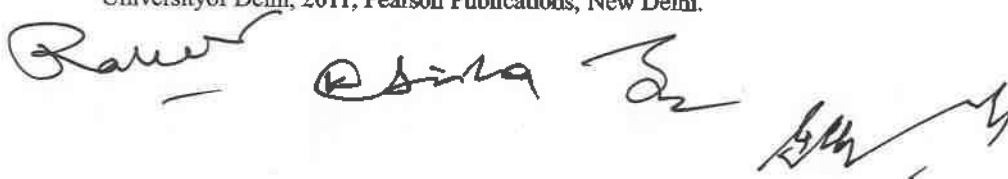
##### Writing Skills

- Summarising & Paraphrasing
- Job-Oriented Skills- CV, Resume & Bio- Data, Job Application Letter
- Documentation
- Advertisements & Invitation
- Letter Writing- Applications, Business Letters
- Report- Analytical Report, Project Report
- Digital Communication in Social Space- Social Media Posts (Twitter, Facebook), Blog Writing, Review Writing
- Advertisement/Invitation/Poster Designing- Canva/MS Word/Coral
- Memo, Office Order, Minutes
- Making Online Academic/Work Profile- LinkedIn

##### Suggested Readings

- Kaushik, J.C. and K.K. Sinha eds., English for Students of Commerce, Oxford University Press, New Delhi.
- Sethi, Anjana & Bhavana Adhikari, Business Communication, Tata McGraw Hill.
- Anjana Neira Dev, et.al, eds. Business English, Department of English,

University of Delhi, 2011, Pearson Publications, New Delhi.



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## **Course Title – Communication in Professional Life**

### **Learning Objectives**

The Learning Objectives of this course are as follows:

- To build creative writing skills of students in the main modes of creative writing viz poetry, fiction (novel, short stories), non-fiction (life narratives, autobiographies and biographies) and drama.
- To inculcate practical skills in students by mapping their creative talent which is beneficial for employability too.
- To perform hands-on-activities to students to develop their creative skills through practical sessions.

### **Learning outcomes**

The Learning Outcomes of this course are as follows:

- After studying this course, students will be able to be sensitive to the texture of literary language.
- After studying this course, students will be able to develop craft in creative writing.
- After studying this course, students will be able to develop sense of expressing themselves through poetry/short story/biography.
- After studying this course, students will be able to induce an understanding of the relationship between an individual and society.
- After studying this course, students will be able to get into different fields and pursue versatile career opportunities.
- After studying this course, students will be able to develop an understanding of theatre and performance through drama will also help them to develop observational and behavioural skills.
- After studying this course, students will be able to develop a critical thought process and a knack in putting it in words. Students may also utilise the learnings of proofreading and editing for their academic and professional growth.
- After studying this course, students will be able to go for publishing their own work.
- After studying this course, students will be able to write a book and submit.

## **SYLLABUS**

### **UNIT 1**

- Introduction to Creative Writing- Meaning, Importance
- Imagination & Writing- Peer-interaction, Activities on Imagination
- Tropes, Motifs and Figures- Learning tropes, motifs and figures through videos, Discussion on the findings
- Craft of Writing- Figure of Speech, Word Play, Character Creation
- Character Creation- Dialogue Enaction, Learning Characters through discussion on famous writings, Character Analysis, Writing activities on creating different types of characters (gender/social background/ethnicity etc.)

### **UNIT 2**

- Close Reading
- Analysis and Interpretation- Reading different works in Literature, Discussion in small groups, Practice Writing Session
- Proofreading & Editing- Practice sessions on Proofreading & Editing of different types of writing



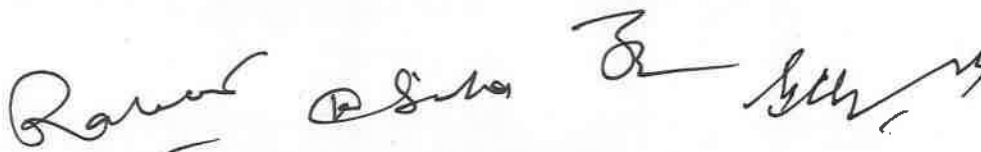


### UNIT 3

- Steps of Creative Writing- Pre-Writing, Writing, Post-Writing/Final Draft
- Types of Creative Writing- Poetry, Fiction, Non-Fiction (Life Narratives), Drama
- Creative Writing & Media- Film Review, Book Review, Other Writings in Media, Submission, Publication
- Learning to write Poetry- Reading & understanding Poetry; Practising tone, rhyme, metre, verses; Writing sessions
- Learning to write Fiction- Reading & understanding Fiction; Practicing different elements of fiction (Short story, Novella, Novel); Writing sessions
- Learning to write Non-Fiction- Reading & understanding Non-Fiction (Biographies & Autobiographies); Practicing different elements of non-fiction; Writing sessions
- Learning to write Drama- Reading & understanding Drama; Practicing different elements (plot, character, climax, verbal & non-verbal cues) of Drama; Writing sessions
- Submission & Publication (in Print & Digital) - Discussions over how & where to submit and publish (online/offline), Hands-on activities

#### Suggested Readings

- *Creative Writing: A Beginners ' Manual* by AnjanaNeira Dev et al. for The Department of English, University of Delhi (New Delhi: Pearson, 2008).



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## **Course Title – Digital Marketing**

### **Learning Objectives**

The Learning Objectives of this course are as follows:

- To acquaint the students with the knowledge of growing integration between the traditional and digital marketing concepts and practices in the digital era.
- To familiarize the students with the tools and techniques used by the digital marketers for driving the marketing decisions to attain marketing objectives.

### **Learning outcomes**

The Learning Outcomes of this course are as follows:

- After studying this course, students will be able to understand the concept of digital marketing and its integration with traditional marketing.
- After studying this course, students will be able to understand customer value journey in digital context and behaviour of online consumers.
- After studying this course, students will be able to understand email, content and social media marketing and apply the learnings to create digital media campaigns.
- After studying this course, students will be able to examine various tactics for enhancing a website's position and ranking with search engines.
- After studying this course, students will be able to leverage the digital strategies to gain competitive advantage for business and career.

## **SYLLABUS**

### **Unit 1: Marketing in the Digital World**

Digital marketing: Concept, Features, Difference between traditional and digital marketing, Moving from traditional to digital Marketing; c

Digital Marketing Channels: Intent Based- SEO, Search Advertising; Brand Based- Display Advertising; Community Based-Social Media Marketing; Others- Affiliate, Email, Content, Mobile.

Customer Value Journey: 5As Framework; The Ozone 03 Concept Key; Traits of online consumer

### **Unit 2: Content and Email Marketing**

Content Marketing: Step-by-step Content Marketing Developing a content marketing strategy Email Marketing: Types of Emails in email marketing, Email Marketing best practices

### **Unit 3: Social Media Marketing and Display Marketing**

Social Media Marketing: Building Successful Social Media strategy; Social Media Marketing Channels; Facebook, LinkedIn, YouTube (Concepts and strategies)

Display Advertising: Working of Display Advertising; Benefits and challenges; Overview of Display ad Process.; Define- Customer, Publisher, Objectives; Format- Budget, Media, Ad Formats, Ad Copy.



#### Unit 4 Search Engine Marketing

Introduction of SEM: Working of Search Engine; SERP Positioning; online search behaviour, DMI's 5P Customer Search Insights Model.

Search Engine Optimization: Overview of SEO Process; Goal Setting-Types.

On-Page Optimization: Keyword Research, SEO Process -Site Structure, Content, Technical Mechanics, Headings, Image & Alt text, Social Sharing, Sitemaps, Technical Aspects- Compatibility, Structured Data Markup.

Off Page Optimisation: Link Formats, Link Building, Content Marketing, Social Sharing; Black and White Hat Techniques

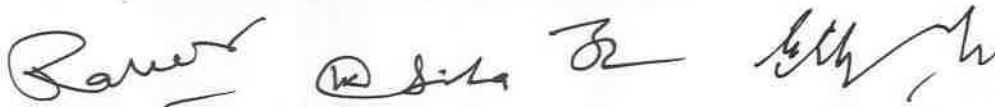
Search Advertising: Overview of PPC Process; Benefits of Paid Search; Basis of Ranking; Goal Setting-Objectives; Account Setting-Creation of Google Ads, Campaign architecture, Campaign setup, Targeting, Bid Strategy, Delivery, Ad Scheduling, Ad Rotation, Keyword Selection; Ad Copy composition, Ad Extension

#### Essential/recommended readings

- Dodson, I. (2016). The art of digital marketing: the definitive guide to creating strategic, targeted, and measurable online campaigns. John Wiley & Sons.
- Kartajaya, H., Kotler, P., & Setiawan, I. (2016). Marketing 4.0: moving from traditional to digital. John Wiley & Sons.
- Ryan, Damien: Understanding Digital Marketing - Marketing Strategies for Engaging the Digital Generation. Kogan Page Limited.

#### Suggested Readings

- Moutusy Maity: Internet Marketing: A practical approach in the Indian Context:
- Oxford Publishing
- Seema Gupta: Digital Marketing: McGraw Hill
- Ultimate guide to digital Marketing by Digital Marketer



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## **Course Title – Graphic Design and Animation**

### **Learning Objectives**

The Learning Objectives of this course are as follows:

- To introduce the students to the skill of animation.
- To learn about the application of 2D and 3D animation.

### **Learning outcomes**

The Learning Outcomes of this course are as follows:

- After studying this course, students will be able to understand the importance of animation and graphics design
- After studying this course, students will be able to learn graphics design in 2D and 3D animation.
- After studying this course, students will be able to learn the application of graphics design in 2D and 3D animation in advertising and other areas.

## **SYLLABUS**

### **Unit 1:2D Animation**

**Introduction to 2D Animation:** Introduction to 2D Animation, Drawing concept, Colour theory & basics, Incorporating sound into 2D animation

**Layout & Designing:** Basic of sketching, still life and assignment of basic drawing, Composition of basic elements, Work in different media, such as drawing, collage, and painting, Explore the relationship between elements and principal, Pixel and resolution: Vector and Bitmap Graphics. **Graphics and advertising (Practical)**

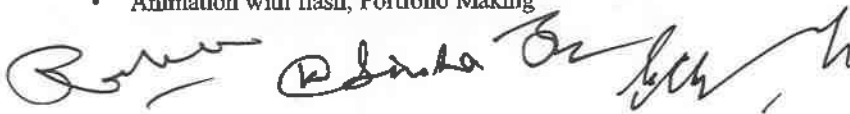
- Creating Digital Layout
- Professional image editing (PHOTOSHOP)
- Advertising and relevant case , Graphics and illustration (Corel Draw, Paint)
- Vector Composition , 2D animation (Macromedia Flash)

### **Broadcast Design (Practical)**

- Working with visual images
- Story Boarding
- Titles and Credit Making
- Stop motion animation

### **Production / Post-Production (Practical)**

- Paint & animate (scanning, tracing, ink & Paint)
- Understanding Background composition
- Basic Understanding of 2D animation and technique
- Animation with flash, Portfolio Making



## Unit 2: 3D Animation

**3D Modeling:** Introduction to 3D space in Blender, Introduction to Modeling Techniques, In-organic Modeling, Organic Modeling

**3D Shading:** Use of Materials & Shader, Shader and Texture Editing, Shading Organic Model, Shading In-Organic Models

### 3D Animation and Rigging (Practical)

- Introduction to 3D Animation
- Create, Edit and working with Animation Graph, Rigging using Blender
- Setting up controllers for joints
- Simple Skeleton structure with proper joint orientation

### 3D Lighting and Rendering (Practical)

- Understanding Lighting in Cycles
- Direct and Indirect Lighting
- Light Linking, Final Composition
- Creating composition and Light with the Shaded Models

### 3D Dynamics (Practical)

Introduction to Dynamics, Active and Passive Bodies  
Creating basic Simulation and collision using Rigid body  
Cloth Simulation, Simulation of Brick wall collision  
Introduction to Fluid Effects, Creating fluid simulation

### Project

#### (Digital Imaging)

- Design Print advertisement for Service
- Design Print advertisement for Product
- Design Print advertisement an Event
- Design Print advertisement on Social Awareness
- Design a collage with a social message

### 2D Animation

- Drawing fundamentals using lines
- Sketching of cartoon characters
- 2D Logo designing
- Storyboarding of a 30 seconds film
- Portfolio making of an organization

### 3D Animation

- Exploring the Interface of 3D application & Basic Modeling
- Create different types of Materials and create a Shading
- Create a simple walk cycle using the character rigs
- Create a composition and Light set up
- Create a Fluid simulation & rendering

### Suggested Readings:

- The Illusion of Life: Disney Animation, Ollie Johnston and Frank Thomas, Disney Editions.
- Blender Production Creating Short Animations from Start to Finish, Roland Hess, Routledge.
- Animating with Blender: Creating Short Animations from Start to Finish, Roland



Hess, Focal Press

- Simplified Drawing for Planning Animation, Wayne Gilbert, Anamie Entertainment Ltd.
- Getting Started in 3D with Maya, Adam Watkins, Routledge.
- Creating Characters with Personality: For Film, TV, Animation, Video Games, and Graphic Novels, Tom Bancroft, Watson-Guption
- Force: Dynamic Life Drawing for Animators, Mike Mattesi, Focal Press

**Note: Learners are advised to use the latest edition of readings.**

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## **Course Title – Introduction to Cloud Computing (AWS)**

### **Learning Objectives**

The Learning Objectives of this course are as follows:

- To learn about cloud computing through Amazon Web Services (AWS) platform.
- To learn about AWS cloud concepts, services, security and architecture to build an application.

### **Learning outcomes**

The Learning Outcomes of this course are as follows:

- After studying this course, students will be able to Understanding cloud computing platform
- After studying this course, students will be able to differentiate between on-premises, hybrid-cloud, and all-in cloud
- After studying this course, students will be able to describe the basic global infrastructure of the AWS Cloud
- After studying this course, students will be able to understanding the core AWS services, including compute, network, databases, and storage.

### **SYLLABUS**

#### **Unit 1**

Introduction to cloud computing, Creating AWS account, AWS Management Console, AWS Documentation overview, Availability Zones, AWS Global Infrastructure.

#### **Unit 2**

Compute in the Cloud Amazon EC2, instance types.

#### **Unit 3**

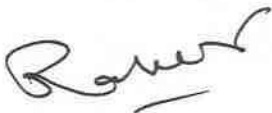
Storage and Databases: - Amazon Simple Storage Service (Amazon S3), Amazon Relational Database Service (Amazon RDS), Amazon DynamoDB.

#### **Project**

Create an AWS account and implement AWS cloud for deploying any application.

#### **Suggested Sources**

- Any free platform can be used, for example Amazon, Google, Azure etc.



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## **Course Title – Personal Financial Planning**

### **Learning Objectives**

The Learning Objectives of this course are as follows:

- To familiarize students with different aspects of personal financial planning like savings, investment, taxation, insurance, and retirement planning
- To develop the necessary knowledge and skills for effective financial planning.

### **Learning outcomes**

The Learning Outcomes of this course are as follows:

- After studying this course, students will be able to understand the meaning and appreciate the relevance of financial planning.
- After studying this course, students will be able to understand the concept of investment planning and its methods.
- After studying this course, students will be able to examine the scope and ways of personal tax planning.
- After studying this course, students will be able to analyse insurance planning and its relevance.
- After studying this course, students will be able to develop insight into retirement planning and its relevance.

### **SYLLABUS**

#### **Unit 1: Introduction to Financial Planning:**

Financial goals, steps in financial planning, budgeting incomes and payments, time value of money. Introduction to savings, benefits of savings, management of spending & financial discipline, Setting alerts and maintaining sufficient funds for fixed commitments.

#### **Unit 2: Investment Planning:**

Process and objectives of investment, concept and measurement of return & risk for various asset classes, measurement of portfolio risk and return, diversification & portfolio formation. Gold bond; Real estate; Investment in greenfield and brownfield Projects; Investment in fixed income instruments, financial derivatives & commodity market in India. Mutual fund schemes; International investment avenues. Currency derivatives and digital currency.

#### **Unit 3: Personal Tax Planning:**

Tax structure in India for personal taxation, Scope of personal tax planning, exemptions and deductions available to individuals under different heads of income and gross total income. Comparison of benefits - Special provision u/s 115 BAC vis-a-vis General provisions of the Income-tax Act, 1961, tax avoidance versus tax evasion.

#### **Unit 4: Insurance Planning:**

Need for insurance. Life insurance, health insurance, property insurance, credit life insurance and professional liability insurance.



### **Unit 5: Retirement Benefits Planning:**

Retirement planning goals, process of retirement planning, Pension plans available in India, Reverse mortgage, Estate planning.

### **Practical Exercises:**

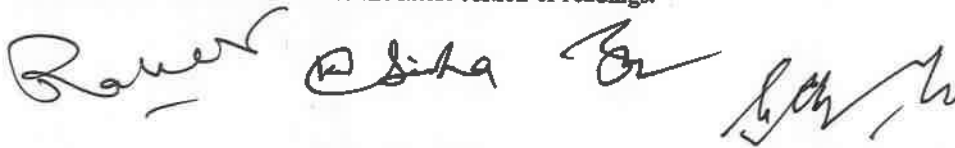
The learners are required to:

- Perform electronic fund transfers through net banking and UPI.
- Identify certain recent Ponzi schemes in the market.
- Prepare tax planning for a hypothetical individual.

### **Suggested Readings:**

- Halan, M. "Let's Talk Money: You've Worked Hard for It, Now Make It Work for . You" Harper Collins Publishers, New York.
- Indian Institute of Banking & Finance. "Introduction to Financial Planning" Taxmann Publication, New Delhi.
- Keown A.J. "Personal Finance" Pearson, New York.
- Madura, J. "Personal Finance", Pearson
- Pandit, A. "The Only Financial Planning Book that You Will Ever Need" Network 18 Publications Ltd., Mumbai.
- Sinha, M. "Financial Planning: A Ready Reckoner" McGraw Hill Education, New York.
- Tripathi, V. "Fundamentals of Investment" Taxmann Publication, New Delhi.

**Note:** Learners are advised to use the latest edition of readings.



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## **Course Title – Personality Development and Communication**

### **Learning Objectives**

The Learning Objectives of this course are as follows:

- To develop inter personal and effective communication skills.
- To develop problem solving skills and understand its influence on behaviour and attitudes of individuals.

### **Learning outcomes**

The Learning Outcomes of this course are as follows:

- After studying this course, students will be able to understand the importance of oral and written communication in day-to-day working of the organisation.
- After studying this course, students will be able to develop inter personal skills and problem-solving skills.
- After studying this course, students will be able to understand the role of body language in effective communication.

## **SYLLABUS**

### **Unit 1**

Introduction, need for Communication, Process of Communication, Written and Verbal Communication, Visual communication, Signs, Signals and Symbols, Silence as a Mode of Communication, Inter-cultural, Intra-cultural, Cross-cultural and International communication, Communication through Questionnaires, Business Letter Writing, Electronic Communication.

### **Unit 2**

Business Cases and Presentations, Letters within the Organizations, Letters from Top Management, Circulars and Memos, Business Presentations to Customers and other stakeholders, presenting a Positive Image through Verbal and Non-verbal Cues, Preparing and Delivering the Presentations, Use of Audio-visual Aids, Report Writing.

### **Unit 3**

Barriers to Communication, Improving Communication Skills, Preparation of Promotional Material, Non-verbal communication, Body language, Postures and gestures, Value of time, Organizational body language, Importance of Listening, Emotional Intelligence. Working individually and in a team, Leadership skills, Leadership Lessons, Team work and Team building, Feedback, Feed forward Interpersonal skills - Delegation, Humour, Trust, Expectations, Values, Status, Compatibility and their role in building team - work Conflict Management - Types of conflicts, how to cope with conflict.

### **Unit 4**

Negotiation Skills, Types of Negotiation, Negotiation Strategies, Selling skills - Selling to customers, Selling to Superiors Selling to peer groups, team mates and subordinates, Conceptual selling, Strategic selling, Selling skills - Body language.

**Essential/recommended readings**

- Kushal Jin - Business Communication, VK India.
- Krishnamacharyulu, C. S. G, Ramakrishnan Lalitha - Personality Development, Interpersonal Skills and Career Management, Himalaya Publishing.
- Corvette Budjac - Conflict Management: A Practical Guide to Developing Negotiation Strategies, Pearson.

**Suggestive Readings**

- Mitra, B. K., Personality Development and Soft Skills, Oxford University Press.
- Kumar Sanjay and Pushplata, Communication Skills, Oxford University Press.
- Mandal S. K., Effective Communication and Public Speaking, Jaico Publishing.

**Note:** Latest edition of the readings may be used

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## Course Title – Prospecting E-waste for Sustainability

### Learning Objectives

The Learning Objectives of this course are as follows:

- To provide in-depth knowledge on the effective mechanisms to regulate the generation, collection, and storage of e-waste
- To gain insights into the internationally/nationally acceptable methods of transport, import, and export of e-waste within and between countries
- To develop a holistic view on recycling, treatment, and disposal of e-waste and related legislative rules.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- After studying this course, students will be able to holistically analyze the environmental impacts of e-waste
- After studying this course, students will be able to apply the skills and various concepts for sustainable management of e-waste
- After studying this course, students will be able to decipher the role of various national and international regulations for e-waste management
- After studying this course, students will be able to provide specific recommendations for improved methods for handling e-waste at different stages such as generation, collection, storage, transport, and recycling.

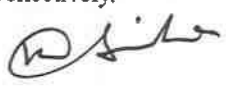
### SYLLABUS

#### Practical/Hands-on Exercises

- Identification of e-waste and its types
- Composition of e-waste and segregation- from the material provided
- Dismantling of e-waste and handling process
- Visit a nearby e-waste handling facility
- Environmental protection laws and producer's responsibility for e-waste management  
Build an understanding of how regulatory mechanisms can be utilized in the management of e-waste in educational institutions.
- Discussion on plausible ways and implementation of e-waste reduction at the source  
Evaluation of the status of e-waste handling at your institution. Suggest potential solutions as per the existing norms of E-Waste (Management) Rules, 2016 and beyond.
- Estimate how recycling of e-waste in metro cities will go in sync with the circular economy
- Develop an understanding and itinerary of the process for procuring e-waste import permissions.
- Inventory of the e-waste disposal mechanisms.
- Study the evolution of e-waste management rules and its implementation- Hazardous Waste Rules, 2008, E-waste (Management and Handling) Rules, 2011; and E-Waste (Management) Rules, 2016
- Study the international laws on e-waste management- the international legislations: The Basel Convention; The Bamako Convention; The Rotterdam Convention;
- Waste Electrical and Electronic Equipment (WEEE) Directive in the European Union; Restrictions of Hazardous Substances (RoHS) Directive

#### Teaching and learning interface for practical skills:

To impart training on technical and analytical skills related to the course objectives, a wide range of learning methods will be used, including (a) laboratory practicals; (b) field-work exercises; (c) customized exercises based on available data; (d) survey analyses; and (e) developing case studies; (f) demonstration and critical analyses; and (h) experiential learning individually and collectively.



Prospective sector(s):

- © Electric and electronic industries,
- ® E-waste Recycling Unites,
- ® Private entrepreneurs,
  - Environmental consultancies,
- © Pollution Boards, and
- © Environmental NGOs

Suggested Readings:

- Hester, R.E. and Harrison, R.M., 2009. Electronic Waste Management: Design. Analysis and Application. Royal Society of Chemistry Publishing. Cambridge, UK.
- Fowler, B.A., 2017. Electronic Waste: Toxicology and Public Health Issues. Academic Press.
- Gaidajis, G., Angelakoglou, K. and Aktsoğlu, D., 2010. E-waste: environmental problems and current management. Journal of Engineering Science and Technology Review, 3(1), pp. 193-199.
- Janyasuthiwong, S., 2020. Metal Removal and Recovery from Mining Wastewater and E-waste Leachate. CRC Press.

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## Course Title – Public Speaking in English Language and Leadership

### Learning Objectives

The Learning Objectives of this course are as follows:

- To impart leadership skills to students along with adequate communication skills to create strong leaders in the emerging social, political and corporate world.
- To create leaders with ethics and resilience in industry-based fields as well as social fields.
- To allow students to realise their leadership skills and create them through a hand-on practical approach which will be helpful in generating employable skills for them.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- After studying this course, students will be able to learn effective communication through Public Speaking will instill leadership development among students.
- After studying this course, students will be able to lead in different fields at the undergraduate level, be responsible citizens and employ leadership skills in their future endeavours, too.
- After studying this course, students will be able to strengthen their critical mindset, help them being assertive and put forward constructive viewpoints employing the skills learnt in the practice sessions.

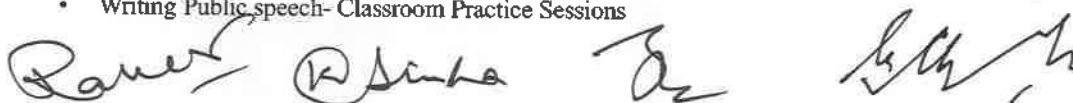
## SYLLABUS

### UNIT 1

- © Introduction to Effective Communication- Features, Advantages & Disadvantages
- Importance of Listening
- Oral communication- Meaning, Features & Importance
- Reading Public Speech- Reading documented speeches delivered in the past; Understanding the art of word play, vocabulary and putting thoughts into words

### UNIT 2

- Public Speaking-
  - V What is Speech?, Overcoming Fear of Public Speaking, Language of Public Speech
  - V Drafting a Public Speech (Reading, research, writing, Fact check, Re-writing, Delivery)
  - Y' 3P's of Public Speaking (Preparation, Practice, Performance)
  - S Rhetoric Skills, Art of Informative & Persuasive speaking, Concluding Speech with Power
- Types of Public Speaking-
  - S Physical & Online
  - S Political, Organisational, Educational & Motivational
  - S Ted Talks, Public Speaking in Media
- Listening in groups and Discussion- Listening famous speeches (from history & everyday life); Analysis of its elements & classroom discussion
- Writing Public speech- Classroom Practice Sessions



### UNIT 3

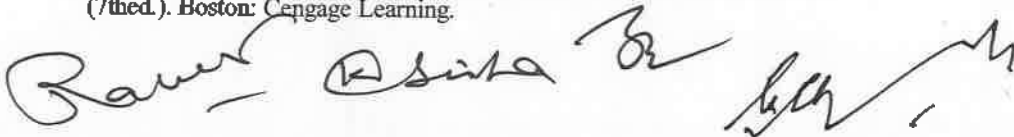
- Leadership Skills- (2 hrs.)
  - S Meaning, Features & Importance
  - S Historical Overview
  - S Leadership in Academic Life, Corporate Space, Public Life, Social Leadership and Political Leadership
- Leadership & Innovations- (2 hrs.)
  - S Audience analysis
  - S Audience Engagement & Leadership
  - S Influencing through Leadership
- Execution & Delivery of Public Speech- Learning rhetorics through speeches in the form of Audio/ Video; Learning Body Language & Paralanguage through ICT
- Developing leadership competence through Public Speaking- Intra-class Speech Competitions; Extempore; Group Discussion

### UNIT 4

- Importance of Public Speaking in developing Leadership Skills
- Ethics in Public Speaking & Leadership
- Mock Parliament/MUNs
- Workshop

#### Suggested Readings:

- S Beebe, S. A., & Beebe, S. J. (2012). Public speaking: An audience-centred approach. (8th ed.). Boston: Pearson.
- S Cardon, P. (2014). Business communication: Developing leaders for a networked world. (international ed.). New York: McGraw-Hill.
- S Jaffe, C. I. (2013). Public speaking: Concepts & skills for a diverse society. (7th ed.). Boston: Cengage Learning.



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## **Course Title – Statiscal Software Package**

### **Learning Objectives**

The Learning Objectives of this course are as follows:

- To familiarize students with data analysis using a statistical software package like SPSS or any other equivalent.
- To provide skills for research analysis and increase employability.
- To lay a foundation for advance data analysis work and higher education.

### **Learning outcomes**

The Learning Outcomes of this course are as follows:

- After studying this course, students will be able to understand basic functions of statistical software package for managing variables and generate descriptive statistics to describe the data and analyze data through graphs and charts.
- After studying this course, students will be able to test differences in sample means.
- After studying this course, students will be able to identify relationships between variables and develop models for predicting dependent variables on the basis of independent variables.
- After studying this course, students will be able to understand data structures and identify clusters in data.
- After studying this course, students will be able to identify principal components that are relevant from a host of variables.

## **SYLLABUS**

### **Unit 1: Getting started with the Software**

Introduction: Data Entry, Storing and Retrieving Files, Generating New Variables; Managing Data - Listing cases, replacing missing values, computing new variables, recoding variables, selecting cases, sorting cases, merging files, Graphs - Creating and editing graphs and charts; Descriptive Statistics Procedures: Frequencies, Descriptive, Explore, Cross Tabulation.

### **Unit 2: Hypothesis Testing for Means**

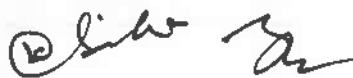
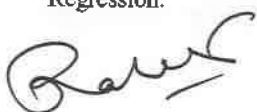
T-tests: One sample test, Independent samples and paired samples t-test; ANOVA - One- way analysis of variance with post hoc analysis, Two-way analysis of variance.

### **Unit 3: Testing for Association between Variables**

Chi-square Test of Independence; Bivariate Correlation Analysis: Simple Scatter Plot; Correlation Coefficient: Pearson, Spearman Rho and Kendall Tau Coefficient. Factor analysis.

### **Unit 4: Regression Analysis**

Linear Regression: Simple Linear Regression, Multiple regression analysis with matrix scatterplot. Multiple Regression: Standard (Enter) and Stepwise Method. Binary Logistic Regression.



### Essential/recommended readings

- Performing Data Analysis using IBM SPSS, Lawrence S. Meyers, Glenn C. Gainst, J. Guarino, Wiley Publication
- SPSS for Windows Step by Step A Simple Guide and Reference, Darren George and Paul Malley
- SPSS in Simple Steps, Kiran Pandya, Smruti Bulsari, Sanjay Sinha, Dreamtech Press

### Suggestive Readings

- Using SPSS in Research, Dr. Radha Mohan, Neelkamal.

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## **Corse Title – Sustainable Ecotourism and Entrepreneurship**

### **Learning Objectives**

The Learning Objectives of this course are as follows:

- To train students in concepts and principles of sustainable ecotourism leading to a new generation of entrepreneurs
- To inculcate field-based practical skills in translating ecological systems into wealth generation while conserving natural resources
- To transform local biological wealth into a hub of global attraction and generate a scientific basis of Indian traditional knowledge

### **Learning outcomes**

The Learning Outcomes of this course are as follows:

- After studying this course, students will be able to develop next-generation ecological entrepreneurs
- After studying this course, students will be able to evolve eco-literate society by integrating market-based instruments with eco-cultural knowledge of traditional societies
- After studying this course, students will be able to practice ecological knowledge for wealth generation, environmental conservation, and popularization of Indian traditional knowledge

## **SYLLABUS**

### **Practical/Hands-on Exercise**

- Assess the current state of ecotourism in little-known/explored areas and examine ecotourism potential
- Field surveys to identify the existing locations having ecological, wildlife, scenic, and ethnic potential for ecotourism and analyze existing prevalent eco-practices having the potential to integrate with ecotourism programme
- Identify ten plant species having ecological, economic, and cultural significance as ecotourist attraction
- Develop stories on the selected wild habitats to attract ecotourists from within and outside the country
- Identify suitable track and prepare a checklist of birds and animals with their stories for a diverse group of ecotourists
- Examine the current state of natural resources and develop suitable messages and appropriate media for educating different target groups
- Survey and identify the target group for ecotourism based on their age, education, economic and other criteria and evaluate their psychological barriers to ecotourism
- Conduct inventory of facility and analyze a preliminary competitive advantage over ecological attractions in the nearby area
- Analyze tourist spending patterns and track preferences for ecotourism attractions in nearby areas and add value to ecological, wildlife, and cultural attractions
- Survey attitude and perception of residents regarding ecotourism plan and analyze costs and benefitsof the sustainable ecotourism development programme using a demand-driven marketing approach
- Develop messages, stories, and pictures to attract tourists and promote ecotourism in the target area
- Analyze basic elements of ecotourism, the special needs of ecotourists, develop trips and travel packages offering an array of experiences and predict the market trends
- Develop ecotourist activities for individuals, families, and groups and craft social media campaigns for the proposed ecotourism business
- Develop a plan for strategic alliances and partnerships with other projects/groups /organizations for public- private partnership in the proposed ecotourism programme.

**Teaching and learning interface for practical skills:**

To impart training on technical and analytical skills related to the course objectives, a wide range of learning methods will be used, including

- (a) laboratory practical;
- (b) field-work exercises;
- (c) customized exercises based on available data;
- (d) survey analyses;
- (e) developing case studies;
- (f) demonstration and critical analyses;
- (h) experiential learning individually and collectively prospective sector(s):
  - Forest Departments
  - Tourism industry
  - World Bank
  - UNDP
  - WWF
  - Environmental NGOs

**Suggested Reading:**

- Ballantyne, R. and Packer, J., 2013. *International Handbook on Ecotourism*. Edward Elgar Publishing Limited, UK
- Blumstein, D.T., Geffroy, B., Samia, D.S. and Bessa, E., 2017. *Ecotourism's promise and*
- *Peril. A Biological Evaluation*. Springer Int. Publ. (Chapters 10-11)
- Fennell, D.A., 2014. *Ecotourism. An Introduction*. Routledge, London, UK.
- Fletcher, R., 2014. *Romancing the wild*. In *Romancing the Wild*. Duke University Press.
- Tanguay, G.A., and Rajaonson, J., (2015). *Evaluating Sustainable Tourism Using Indicators:*
- *Problems and Solutions*. In: Brophy, S.C., (Ed), *Ecotourism: Practices, Benefits and Environmental Impacts*. Nova Science Publishers, pp. 119 - 134.
- Wearing, S. and Schweinsberg, S., 2019. *Ecotourism: Transitioning to the 22nd century*. Routledge



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## **Course Title – Visual Communication and Photography**

### **Learning Objectives**

The Learning Objectives of this course are as follows:

- To synthesize a comprehensive view of principles involved in Visual Communication.
- To appreciate and express the cultural significance of photography as visual art and understand its evolution and purposes.
- To develop an awareness of compositional and organizational strategies for the effective deployment of formal elements of visual art.
- To read visual texts with a deep knowledge of visual history and theory.
- To create an ability of situating the content and form of the visual representation of thematic context.

### **Learning outcomes**

The Learning Outcomes of this course are as follows:

- After studying this course, students will be able to acquire knowledge of the cultural and historical importance of the visual medium.
- After studying this course, students will be able to explore the fundamentals and underlying theories of Visual Communication.
- After studying this course, students will be able to develop a thorough knowledge of concepts, and skills in creating photographs.
- After studying this course, students will be able to learn to identify and analyze semiotics in photographs.
- After studying this course, students will be able to develop a craftsmanship in creating aesthetically pleasing photographs.

### **SYLLABUS**

#### **Unit 1: Historical Background and Basics of Visual Communication**

**Unit Description:** The Unit I will give a brief history of the visual arts from the caveman to modern man. Skills of artistic schools of thought and Intertextuality in art in relation to culture.

**Topics-** Concept and History of Visual Communication, Human Eye and Visual Process, Visual culture and Information Education Communication, Theories of visual communication - Gestalt Theory of visual communication, Perceptual theory of Visual communication, Semiotics and cognitive approach in visuals

#### **Unit II: Theories of Visual Communication**

**Unit Description:** This unit will put emphasis on theories, semiotics and the study of signs. Through semiotic theories improve critical thinking skills, and learn to use semiotics to think logically and to analyze visual media in context of culture.

**Topics:** Fundamentals of Design: Definition. Approaches to Design, Centrality of Design, Elements of Design, Principles of Visual and other Sensory Perceptions. Colour psychology and theory (some aspects), Definition, Optical / Visual Illusions, etc., Various stages of design process, Learning skills to read signs and signifier in visuals for social messaging

#### **Unit III: Photography as Visual Communication**

**Unit Description:** This unit will provide skills to learn camera and lighting techniques.

**Topics:** Introduction to photography, Camera - structure and function of camera ,

Characteristics of light, Sources of Light-Nature, Artificial and Available, Lighting techniques-three-point lighting, Exposure - focusing, aperture, shutter speed, Depth of field.  
, Kinds of light indoor and outdoor - Electronic flash and artificial lights, Light meters

#### **Unit IV: Camera Compositions and Accessories**

Unit Description: This unit will provide skills about camera accessories and designing aesthetically rich compositions.

Topics: Camera lenses and accessories, Basic shots, angle, and view, Composition, Role of photographic image in visual communication, Basics of photojournalism, photo-features, photo - essays, writing captions, visual storytelling.

#### **Essential Readings**

- Barnes, Susan B. An Introduction to Visual Communication: From Cave Art to Second Life, Peter Lang Pub, 2011.
- Berger, Arthur Asa, Seeing is Believing: An Introduction to Visual Communication, McGraw-Hill Education, 2012.
- Lester, Paul Martin, Visual Communication: Images with Messages (6ed), Cengage Learning, 2013.
- Photography: A Critical Introduction - edited by Liz Wells London, Routledge, Oxon, 2015.
- Farrell, I. Complete Guide to Digital Photography, Quercus Publishing, UK, 2014.

#### **Suggested Readings**

- Mandav, Pradeep, Visual Media Communication, Authors Press, 2001.
- Williams, Rich, Visual Communication: Integrating Media, Art, and Science, Routledge, 2007

*[Handwritten signatures]*

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## **Course Title - पटकथा लेखन**

### **Course Objective**

- पटकथा लेखन का परिचय कराना।
- विद्यार्थी की लेखन-क्षमता और भाषा-कौशल को बढ़ावा देना।
- विद्यार्थी की लेखन में रोजगार सम्बन्धी क्षेत्रों के लिए तैयार करना।

### **Course Learning Outcomes:**

- पटकथा लेखन तथा उसके तकनीकी शब्दों से विद्यार्थी अवगत हो सकेगा।
- पटकथा लेखन की जानकारी मिलने के उपरान्त विद्यार्थी के लिए रोजगार की संभावनाएँ बनेंगी।
- विद्यार्थी भाषायी सम्प्रेषण को समझते हुए लेखन से सम्बन्धित विभिन्न पक्षों से अवगत हो सकेगा।
- विद्यार्थी में अभिव्यक्ति कौशल का विकास हो सकेगा।

### **SYLLABUS**

#### **यूनिट 1**

- पटकथा लेखन: परिचय
- पटकथा के तत्व
- पटकथा के प्रकार
- पटकथा की शब्दावली

#### **यूनिट 2**

- पटकथा लेखन में शोध का महत्व
- चरित्र की निर्मिति और विकास
- एक दृश्य का लिखा जाना
- तीन अंक (थ्री एक्ट) और पाँच अंक (फाइव एक्ट) को समझना



### यूनिट 3

- वेबसीरीज के लिए पटकथा लेखन
- लघु फिल्म के लिए पटकथा लेखन
- वृत्तचित्र के लिए पटकथा लेखन
- विज्ञापन फिल्म के लिए पटकथा लेखन

### यूनिट 4

- पटकथा का पाठ और विश्लेषण
- किसी आईडिया को स्क्रीन प्ले के तौर पर विकसित करना

### सन्दर्भ पुस्तकें:

- पटकथा कैसे लिखें: राजेद्र पांडेय – वाणी प्रकाशन, दिल्ली, संस्करण 2015
- पटकथा लेखन : एक परिचय – मनोहर श्याम जोशी– राजकमल प्रकाशन, दिल्ली संस्करण 2000
- कथा-पटकथा : मन्नू भंडारी – वाणी प्रकाशन, दिल्ली , संस्करण 2014
- व्यावहारिक निर्देशिका: पटकथा लेखन: असगर वजाहत – राजकमल प्रकाशन, दिल्ली, संस्करण 2011
- आईडिया से परदे तक: रामकुमार सिंह–राजकमल प्रकाशन, दिल्ली, संस्करण 2021



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## **Course Title- रंगमंच**

### **Course Objective**

- हिन्दी रंगमंच का परिचय कराना।
- नाट्य-प्रस्तुति की प्रक्रिया की जानकारी देना।
- अभिनय के विभिन्न पक्षों से अवगत करना।
- रंगमंच के खेलों और गतिविधियों से अवगत कराना।

### **Course Learning Outcomes:**

- नाट्य-प्रस्तुति की प्रक्रिया से विद्यार्थी अवगत हो सकेगा।
- रंगमंच की जानकारी मिलने के उपरान्त इस क्षेत्र में विद्यार्थी के लिए रोजगार की संभावनाएँ बनेंगी।
- रंगमंचीय गतिविधियों से विद्यार्थी के व्यक्तित्व का विकास हो सकेगा।
- विद्यार्थी में अभिव्यक्ति कौशल का विकास हो सकेगा।

## **SYLLABUS**

### **यूनिट 1**

- भरत मुनि कृत नाट्यशास्त्र (संक्षिप्त परिचय)
- हिन्दी का पारंपरिक रंगमंच (संक्षिप्त परिचय)

### **यूनिट 2**

प्रस्तुति-प्रक्रिया: आलेख का चयन, अभिनेताओं का चयन, दृश्य-परिकल्पना (ध्वकन-संगीत-नृत्य-प्रकाश),

पूर्वाभ्यास





### यूनिट 3

अभिनय की तैयारी: वाचिक, आंगिक, आहार्य, सात्विक

### यूनिट 4

आशु अभिनय, थिएटर गेम्स, संवाद-वाचन, शारीरिक अभ्यास, सीन वर्क

### यूनिट 5

मंच प्रबंधन: सेट, रंग-सामग्री, प्रचार-प्रसार, ब्रोशर-निर्माण

### सन्दर्भ पुस्तकें:

- संक्षिप्त नाट्यशास्त्रम् – राधावल्लभ त्रिपाठी, वाणी प्रकाशन, दिल्ली, 2009
- रंग स्थापत्य: कुछ टिप्पणियाँ – एच0 वी0 शर्मा राष्ट्रीय नाट्य विद्यालय प्रकाशन, दिल्ली संस्करण 2004
- पारंपरिक भारतीय : रंगमंच अनंतधाराएँ – कपिला वात्स्यायन, अनुवाद-बदी उजम्मा, नेशनल बुक ट्रस्ट, दिल्ली, 1995
- हिंदी रंगमंच का लोकपक्ष, सं प्रो0 रमेश गौतम, स्वराज प्रकाशन, दिल्ली 2020
- मंच आलोकन – जी0 एन0 दासगुप्ता, अनुवाद – अजय मलकानी, नेशनल बुक ट्रस्ट, दिल्ली 2006
- रंगमंच के सिद्धांत –सं महेश आनंद, देवेन्द्र राज अंकुर, राजकमल प्रकाशन, दिल्ली 2008

*Ramul @ Sirha* *Or*

*Shilpa*

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## Course Title - रचनात्मक लेखन

### Learning Objectives

- विद्यार्थियों के मौखिक और लिखित अभिव्यक्ति कौशल को विकसित करना।
- उनमें कल्पनाशीलता और रचनात्मकता का विकास करना।
- साहित्य की विविध विधाओं और उनकी रचनात्मक शैली का परिचय कराते हुए लेखन की ओर प्रेरित करना।
- प्रिंट एवं इलेक्ट्रॉनिक माध्यमों के लिए लेखन की प्रवृत्ति को विकसित करना।

### Learning outcomes

The Learning Outcomes of this course are as follows:

इस पाठ्यक्रम के अध्ययन के पश्चात् विद्यार्थियों में :

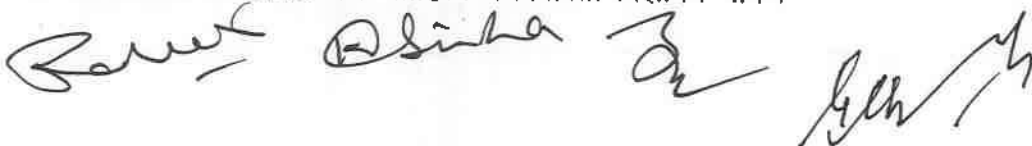
- मौखिक और लिखित अभिव्यक्ति कौशल को विकसित होने में मदद मिलगी।
- उसमें कल्पनाशीलता और रचनात्मकता का विकास हो सकेगा।
- साहित्य की विधि विधाओं और उनकी रचनात्मकता शैली का परिचय होगा जिससे वे स्वयं भी विधाओं में लेखन की अग्रसर हो सकेंगे।
- प्रिंट एवं इलेक्ट्रॉनिक माध्यमों के लिए लेखन की ओर भी वे अग्रसर होंगे।

## SYLLABUS

### यूनिट 1

रचनात्मक लेखक: अवधारणा: स्वरूप आधार एवं विश्लेषण

- भाव एवं विचार की रचना में अभिव्यक्ति की प्रक्रिया
- अभिव्यक्ति के विविध क्षेत्र: साहित्य पत्रकारिता विज्ञापन भाषण



- लेखन के विविध रूप: मौखिक-लिखित गद्य-पद्य कथात्मक-कथेतर
- अर्थ निर्मित के आधार: शब्द और अर्थ की मीमांसा शब्द के पुराने-नए प्रयोग, शब्द की व्याकरणिक कोटि

## यूनिट 2

### भाषा भंगिमा और साहित्य लेखन

- भाषा भंगिमाएँ: औपचारिक-अनौपचारिक, मौखिक-लिखित, मानक भाषिक संदर्भ: क्षेत्रीय, वर्ग-सापेक्ष, समूह-सापेक्ष
- रचना-सौष्ठव: शब्दशक्ति, प्रतीक, बिम्ब, अलंकारवक्ता
- कविता: संवेदना भाषिक सौष्ठव, छंदबद्ध-छंदमुक्त, लय, गति, तुक
- कथा-साहित्य: वस्तु, पात्र, परिवेश, कथ्य और भाषा

## यूनिट 3

### विविध विधाओं एवं सूचना माध्यमों के लिए लेखन



- नाट्य-साहित्य: वस्तु, पात्र, परिवेश, कथ्य, रंगमंच और नाट्य-भाषा
- विविध गद्य विधाएँ: निबंध, संस्मरण, आत्मकथा, व्यंग्य, रिपोर्टाज, यात्रा-वृत्तांत
- प्रिंट माध्यम के लिए लेखन: फीचर, यात्रा-वृत्तांत, साक्षात्कार, विज्ञापन
- इलेक्ट्रानिक माध्यम के लिए लेखन: विज्ञापन, पटकथा, संवाद

Practical Exercises if any:

नोट: उपर्युक्त का परिचय देते हुए इनका अभ्यास भी करवाया जाए।

### References and suggested readings

1. साहित्य चिंतन: रचनात्मक आयाम: रघुवंश
2. शैली: रामचंद्र मिश्र
3. रचनात्मक लेखक: सं० रमेश गौतम
4. कविता क्या है: विश्वनाथ प्रसाद तिवारी
5. कथा-पटकथा: मन्नू भंडारी
6. पटकथा लेखन: मनोहर श्याम जोशी
7. कला की जरूरत: अर्नेस्ट फिशर: अनुवादक: रमेश उपाध्याय
8. साहित्य का सौंदर्यशास्त्र: रवींद्रनाथ श्रीवास्तव
9. कविता: रचना-प्रक्रिया: कुमार विमल

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**Proposed Course Structure for 4 Year Undergraduate Programme under CBCS System**

**Value Added Course (VAC)**

**Semester – I (VAC- 1)**

<b>Science</b>	<b>Social Science/Arts</b>	<b>Commerce</b>
<ul style="list-style-type: none"> <li>• Ayurveda &amp; Nutrition</li> <li>• Financial Literacy</li> <li>• Ethic &amp; Culture</li> <li>• Art of Being Happy</li> <li>• Swach Bharat</li> <li>• Fit India</li> <li>• Panchakosha: Holistic Development of Personality</li> <li>• Culture &amp; Communication</li> </ul>	<ul style="list-style-type: none"> <li>• Gandhi &amp; Education</li> <li>• Sports for life</li> <li>• Ethic &amp; Culture</li> <li>• Art of Being Happy</li> <li>• Swach Bharat</li> <li>• Fit India</li> <li>• Panchakosha: Holistic Development of Personality</li> <li>• भारतीय भक्ति परम्परा और मानव मूल्य</li> </ul>	<ul style="list-style-type: none"> <li>• Digital Empowerment</li> <li>• Sports for life</li> <li>• Ethic &amp; Culture</li> <li>• Art of Being Happy</li> <li>• Swach Bharat</li> <li>• Fit India</li> <li>• Panchakosha: Holistic Development of Personality</li> <li>• Culture &amp; Communication</li> </ul>

**Semester – II (VAC- 2)**

<b>Science</b>	<b>Social Science/Arts</b>	<b>Commerce</b>
<ul style="list-style-type: none"> <li>• Vedic Mathematics</li> <li>• Emotional Intelligence</li> <li>• Yoga Philosophy &amp; Practice</li> <li>• Ethics &amp; Values in Ancient Indian Tradition</li> <li>• Constitutional Values &amp; Fundamental Duties</li> <li>• Social &amp; Emotional Learning</li> <li>• Ecology &amp; Literature</li> </ul>	<ul style="list-style-type: none"> <li>• Vedic Mathematics</li> <li>• Emotional Intelligence</li> <li>• Yoga Philosophy &amp; Practice</li> <li>• Ethics &amp; Values in Ancient Indian Tradition</li> <li>• Constitutional Values &amp; Fundamental Duties</li> <li>• Social &amp; Emotional Learning</li> <li>• सृजनात्मक लेखन के आयाम</li> </ul>	<ul style="list-style-type: none"> <li>• Vedic Mathematics</li> <li>• Emotional Intelligence</li> <li>• Yoga Philosophy &amp; Practice</li> <li>• Ethics &amp; Values in Ancient Indian Tradition</li> <li>• Constitutional Values &amp; Fundamental Duties</li> <li>• Social &amp; Emotional Learning</li> <li>• Ecology &amp; Literature</li> </ul>





**List of Value-Added Course (VAC)**

SL. No.	Course Title	LTP Distribution of the Course			Total Credits:	Total Marks = 100
		L	T	P		
1	Art of Being Happy	1	0	3	3	End -Term Appraisal : 70 Marks  Internal Assessment: 30 Marks
2	Ayurveda & Nutrition	1	0	3	3	
3	Constitutional Values & Fundamental Duties	1	0	3	3	
4	Culture & Communication	1	0	3	3	
5	Digital Empowerment	1	0	3	3	
6	Ecology & Literature	1	0	3	3	
7	Emotional Intelligence	1	0	3	3	
8	Ethics and Culture	1	0	3	3	
9	Ethics & Values in Ancient Indian Tradition	1	0	3	3	
10	Financial Literacy	1	0	3	3	
11	Fit India	1	0	3	3	
12	Gandhi & Education	1	0	3	3	
13	Panchakosha: Holistic Development of Personality	1	0	3	3	
14	Social & Emotional Learning	1	0	3	3	
15	Sports for life	1	0	3	3	
16	Swach Bharat	1	0	3	3	
17	Vedic Mathematics	1	0	3	3	
18	Yoga Philosophy & Practice	1	0	3	3	
19	भारतीय भक्ति परम्परा और मानव मूल्य	1	0	3	3	
20	सृजनात्मक लेखन के आयाम	1	0	3	3	

*[Signature]*

*[Signature]*

## Value Added Courses (VAC)

### Course Title – Arts of Being Happy

#### Course Objectives

- To synthesize the insights developed by Human Development experts, Psychologists, Anthropologists on one hand, and the intellectual traditions of Vedantic Philosophy and Indology on the other towards the experience of happiness.
- To illustrate various factors that determine the subjective experience of happiness in a cross cultural context.

#### Learning Outcomes

- The students shall be able to evaluate the factors contributing to the phenomenon of happiness in the personal, familial and community life of an individual in different cultures in the Indian context.
- They will be able to develop healthy interpersonal relationships and wellbeing, cherishing the values of Indian culture and philosophy.
- They will be able to relate to the global phenomenon of sustainable development and become sensitive to the needs of the planet.
- They will be able to apply the experience of *Aananda* at a personal level.

#### Syllabus of *The Art of Being Happy*

<b>Unit 1: Human Ecology and Happiness</b>	
<ul style="list-style-type: none"> <li>● Definitions/Factors of Happiness: Environmental and Social</li> <li>● Physical, emotional and psychological well-being for happiness</li> <li>● Physiological and hormonal basis of happiness</li> <li>● Coping with Stress: A life saving skill</li> </ul>	
<b>Unit 2: Indological Theories of Happiness</b>	
<ul style="list-style-type: none"> <li>● <i>Punch Kosh</i> Theory &amp; Idea of Well Being</li> <li>● Idea of Self and other</li> <li>● Hierarchy and stages of happiness</li> </ul>	13

<b>Unit 3 : Happiness: Cross-cultural Contexts</b>
<ul style="list-style-type: none"> <li>• Culture and Happiness</li> <li>• Interpersonal Relationship: Comparative Perspective</li> <li>• Towards Self-Actualization</li> </ul>
<b>Unit 4: Local and Global Perspective of Happiness</b>
<ul style="list-style-type: none"> <li>• Measuring happiness: Key indicators</li> <li>• Happiness Index</li> <li>• India in Global Happiness Indices</li> </ul>

### Practical/ Practice Component

The course will be based on students' identification and operationalization of the concept of happiness and well-being. Students will explore the indicators and actualization of these concepts in everyday life.

- Community surveys on the facilities promoting positive mental health practices such as Yoga and Meditation Centres, Recreation clubs, and Parks for youth and senior citizens shall be carried out by the students.
- Extending help and social service by visiting old age homes/ hospitals/slum areas or any other disadvantaged groups.
- Students can undertake a field work / project independently or work as an Intern with NGOs working in the area of happiness and well-being.
- Critical appreciation of a documentary/ film based on Happiness and Well-being can be undertaken by the students.
- Workshops/ Sessions for the actualization of innate creative potential- ( Music, Drawing, Calligraphy, Dramatics)
- Hands-on Happiness: Gardening, Cleaning, Washing, Cooking, etc.
- If required, students can share their experiences in the form of a Project Report.
- Students may share their experiences in the form of Audio-video presentations of 15-20 minutes.
- Any other Practical/Practice as decided from time to time

### Essential Readings

- Hanumanth, Vinayachandra & Choudry, Anuradha. (2013). Understanding Happiness: A Vedantic Perspective. Psychological Studies. 59. 141-152. 10.1007/s12646-013-0230-x.
- Leontiev, Dmitry. (2012). Anthropology of Happiness: the state of Well-Being and the way of Joy, In Social Science, Vol 43 No 2 P93-104.
- Snyder .C.R. S.J. Lopez & J.T. Pedrotti. (2015). Positive Psychology (The Scientific and Practical Explorations of Human Strengths): Sage Publication. (Chapter 5: Subjective Well-being: The Science of Happiness and Life Satisfaction, Page 63 to 73)
- WorldDevelopmentIndicators2016. (2016).United States: World Bank Publications.
- Zelenski, John. (2019).

### Suggested Readings

- Baumgardner, S. & Crothers, M. (2014). Positive Psychology. New Delhi: Pearson Education, India.
- Goleman, D. (2007). Social Intelligence: The new science of human relationships, RHUK
- Mathews, Gordon and Carolina Izquierdo. (eds). (2010). Pursuits of Happiness: Well being in Anthropological Perspective. Berghan Books
- Seligman, M. (2002). Authentic happiness: Using the new positive psychology to realize your potential for lasting fulfillment. New York: Free Press.
- Sri Aurobindo, The Synthesis of Yoga, Part Three: The Yoga of Divine Love, Chapter 7, The Ananda Brahman, pp. 569-570
- Positive Psychology: The Science of Well-Being, -Carleton University, Ottawa, Canada, Sage Publications Chapter 3: Happiness; page 77 to 110)

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## Course Title – Ayurveda and Nutrition

### COURSE OBJECTIVES:

- To introduce the basic principles of nutrition in Ayurveda
- To link the Ayurvedic nutrition with modern dietary practices for health
- To analyse basic tenets of traditional diets and health recipes
- To understand the contemporary food habits in everyday life

### LEARNING OUTCOMES:

- Awareness of traditional food cultures 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 traditional diets for health and disease
- Prepare selected healthy recipes based on Ayurvedic principles

### Syllabus of *Ayurveda and Nutrition*

<b>Unit 1: Introduction to Ayurvedic Nutrition</b>
<ul style="list-style-type: none"><li>• Ayurveda and Indian food cultures</li><li>• Nutrition and lifestyle transition over the years</li><li>• Regional Food Traditions of India</li></ul>
<b>Unit II: Basic principles of Food and Nutrition and Ayurveda</b>
<ul style="list-style-type: none"><li>• Understanding rich sources of nutrients</li><li>• Concept of <i>Doshas</i> &amp; assessment</li><li>• Ayurvedic Principles of food habits and factors determining quality of food (<i>Ahara vidhi visheshayatana</i>)</li><li>• FSSAI regulations on Ayurvedic Aahar</li></ul>
<b>Unit III: Ayurvedic Diets</b>
<ul style="list-style-type: none"><li>• Principles of Diet: <i>Aharavidhi vidhan</i>, <i>Sattvic</i>, <i>Rajasi</i>, <i>Tamasic</i> foods</li><li>• Incompatible food (<i>Viruddha Ahara</i>), <i>Pathya</i>; <i>Apathya</i>; <i>Viprita Ahaar</i></li><li>• Lifestyle Management with <i>Dincharya</i> and <i>Ritucharya</i></li><li>• Application of Ayurvedic diets to stress linked food behaviour</li></ul>

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### Practical/ Practice Component

- Visit your local market and classify the available food items according to *Sattvic, Rajasi, Tamasic* foods
- Conduct a survey of 10-15 households in your locality:
  - To study food behaviour and analyse them in light of Ayurvedic dietary principles of *Sattvic, Rajasi, Tamasic*
  - To study the food consumption patterns and intake of incompatible food: *Viruddha Ahara, Pathya; Apathya; Viprita Ahaara*
  - To know about their adopted lifestyle *Dinacharya* and *Ritucharya*

Students are required to visit available e-resources of University of Delhi, Ministry of

- Ayush with regard to Ayurveda and Nutrition.
- If required, students can share their experiences in the form of a Project Report.
- The students may share their experiences in the form of audio-visual presentations of 15-30 minutes.
- Any other Practical/ Practice as decided from time to time

### Essential Readings

- Rastogi S (2014) Ayurvedic Science of Food and Nutrition. ASIN: BOOHWMV094, Springer: ISBN-13: 978-1461496274
- Rastogi S (2010) Building bridges between Ayurveda and modern science. Int J Ayurveda Res. 1(1):41-46.
- FSSAI regulations on Ayurveda Aahar Regulations 2022. Gazette of India CG-DL-E-07052022-235642. New Delhi, Friday, May 6, 2022/ Vaisakha 6, 1944.
- Frawley D (2012) Ayurvedic healing: A comprehensive guide. Lotus Press, India.
- <https://iksindia.org/>: Indian Knowledge Systems

### Suggested Readings

- Charaka Samhita, Charaka (1998) In: Tripathi BN (ed) Sutra Stahan Maharashtra Adhyay. Chaukhamba Orientalia, Varanasi.
- Kapoor Kapil & Singh AK Indian Knowledge Systems Volume- 1. Indian Institute of Advanced Study Shimla. Published by DK Printworld (P) Ltd, N.Delhi. <https://www.lkouniv.ac.in>

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## Course Title – Constitutional Values And Fundamental Duties

### COURSE 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*

<b>Unit I: The Constitution of India – an Introduction</b>
<ul style="list-style-type: none"><li>• Federal Republic, Rule of Law, Separation of Powers</li><li>• Sovereignty, Socialism, Democracy</li><li>• Secularism and <i>Sarva Dharma Sama Bhava</i></li></ul>
<b>Unit II: Constitutional Values</b>
<ul style="list-style-type: none"><li>• <b>Justice:</b> Social, Political, Economic</li><li>• <b>Liberty:</b> Thought, Expression, Belief, Faith, Worship</li><li>• <b>Equality :</b> Equality before law &amp; equal application of laws</li><li>• <b>Fraternity:</b> Dignity, Unity and Integrity</li></ul>
<b>Unit III: Fundamental Duties</b>
<ul style="list-style-type: none"><li>• Reflecting on the ancient Indian notions of righteousness and duty consciousness</li><li>• Fundamental Duties- Article 51A [(a) – (k)]</li><li>• Legal status of Fundamental Duties - Judicial approach</li></ul>

*Rawat* *For @Shirka* *6/11/24*

### Practical/ Practice 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 READINGS

- *Preamble to the Constitution of India*, 1950.
- *The Constitution of India*, Articles - 14, 19, 21.
- *The Constitution of India*, Fundamental Duties [Ar. 51 A (a) – (k)].

### SUGGESTED READINGS

- Durga Das Basu, *et al.*, *Introduction to the Constitution of India* (LexisNexis, 26<sup>th</sup> edn, 2022).
- Leila Seth, *We, the Children of India: The Preamble to Our Constitution* (New Delhi, Puffin Books, Penguin Books India, 2010).
- Mahendra Pal Singh, V.N. Shukla's *Constitution of India*, (Eastern Book Company, Lucknow, 13<sup>th</sup> revised edn. 2017)
- B.R. Ambedkar Selected Speeches, (Prasar Bharati, New Delhi, 2019) available at: [https://prasarbharati.gov.in/whatsnew/whatsnew\\_653363.pdf](https://prasarbharati.gov.in/whatsnew/whatsnew_653363.pdf).

  
  
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## Course Title - CULTURE AND COMMUNICATION

### **Learning Objectives:**

- 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 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.

### **Course Outcomes:**

- Students will be able to appreciate the relevance of ancient Indian wisdom and core ethical values in our contemporary life.
- Students will be able to engage in a dialogue between the past and the present and inculcate the best principles towards a meaningful 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.



**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

**Practical/ Practice Component**

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.

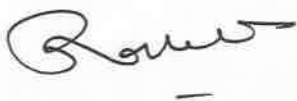

staff, helpers, etc.

- 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.

#### ESSENTIAL READINGS:

- Ramanujan, A.K. 'A Flowering Tree', *Cultural Diversity, Linguistic Plurality & Literary Traditions in India*. Department of English, OUP, 2015. pp 125-138
- Haksar, A. N. D. 'Chanakya Niti Shastra', *Chanakya Niti*. India, Penguin Random House India Private Limited, 2020.
- Dhanavel. S.P. *English and Soft Skills*. Orient Black Swan, 2010.
- Murthy, Sudha. 'The Nobel Prize', *Wise & Otherwise*. India, Penguin Random House India Private Limited, 2006.
- Murthy, Sudha. 'How to Beat the Boys', *Three Thousand Stitches: Ordinary People, Extraordinary Lives*. Penguin Books, 2017.
- Soyinka, Wole. 'Telephone Conversations', *The Individual and Society*, Department of English, Pearson Education, 2006. pp 122-23
- Bansode, Hira. 'Bosom Friend', *The Individual and Society*, Department of English, Pearson Education, 2006. pp 49-50

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## Course Title - Digital Empowerment

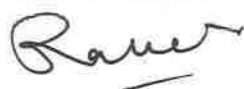
### **COURSE OBJECTIVES:**

- Understand the digital world and need for digital empowerment
- Create awareness about Digital India.
- Explore, communicate and collaborate in cyberspace.
- Building awareness on cybersafety and security.

### **LEARNING OUTCOMES:**

- Use ICT and digital services in daily life.
- Develop skills to communicate and collaborate in cyberspace using social platforms, teaching/learning tools.
- Understand the significance of security and privacy in the digital world.
- Evaluate ethical issues in the cyber world.

<b>Syllabus of Digital Empowerment</b>
<b>Unit I: Digital inclusion and Digital Empowerment</b>
<ul style="list-style-type: none"><li>• Needs and challenges</li><li>• Vision of Digital India: DigiLocker, E-Hospitals, e-Pathshala, BHIM, e-Kranti (Electronic Delivery of Services), e-Health Campaigns</li><li>• Public utility portals of Govt. of India such as RTI, Health, Finance, Income Tax filing, Education</li></ul>
<b>Unit II: Communication and Collaboration in the Cyberspace</b>
<b>Syllabus of Digital Empowerment</b>
<b>Unit I: Digital inclusion and Digital Empowerment</b>
<ul style="list-style-type: none"><li>• Needs and challenges</li><li>• Vision of Digital India: DigiLocker, E-Hospitals, e-Pathshala, BHIM, e-Kranti (Electronic Delivery of Services), e-Health Campaigns</li><li>• Public utility portals of Govt. of India such as RTI, Health, Finance, Income Tax filing, Education</li></ul>
<b>Unit II: Communication and Collaboration in the Cyberspace</b>





<ul style="list-style-type: none"> <li>• Electronic Communication: electronic mail, blogs, social media</li> <li>• Collaborative Digital platforms</li> <li>• Tools/platforms for online learning</li> <li>• Collaboration using file sharing, messaging, video conferencing</li> </ul>
<b>Unit III: Towards Safe and Secure Cyberspace</b>
<ul style="list-style-type: none"> <li>• Online security and privacy</li> <li>• Threats in the digital world: Data breach and Cyber Attacks</li> <li>• Blockchain Technology</li> <li>• Security Initiatives by the Govt of India</li> </ul>
<b>Unit IV: Ethical Issues in Digital World</b>
<ul style="list-style-type: none"> <li>• Netiquettes</li> <li>• Ethics in digital communication</li> <li>• Ethics in Cyberspace</li> </ul>

### Practical/ Practice Component

The course should be conducted in an interactive mode through demonstration, using appropriate tools.

- Conduct workshops on e-services initiated under Digital India.
- Spread digital literacy/awareness amongst the vulnerable groups and marginalised 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

### Essential Readings /Online Resources

1. Rodney Jones and Christoph Hafner. "Understanding digital literacies: A practical Introduction". Routledge Books, 2nd edition, 2021.
2. <https://www.digitalindia.gov.in>
3. <https://www.digilocker.gov.in>
4. <https://www.cybercrime.gov.in>
5. <https://www.cybersafeindia.in>
6. <https://www.meity.gov.in/cyber-surakshit-bharat-programme>

**Suggested Readings:**

1. David Sutton. "Cyber security: A practitioner's guide", BCS Learning & Development Limited, UK, 2017.
2. <https://www.mha.gov.in/document/downloads/cyber-safety-handbook>

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## **Course Title – Emotional Intelligence**

### **COURSE OBJECTIVES**

- Introduce the concept of emotional intelligence, its models and components.
- Understand the significance of emotional intelligence in self-growth and building effective relationships.
- Identify the measures of emotional intelligence.

### **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.

### **Syllabus of Emotional Intelligence**

<b>Unit I: Fundamentals of Emotional Intelligence</b>
<ul style="list-style-type: none"><li>• Nature and Significance</li><li>• Models of emotional intelligence: Ability, Trait and Mixed</li><li>• Building blocks of emotional intelligence: self-awareness, self-management, social awareness, and relationship management</li></ul>
<b>Unit II: Personal Competence</b>
<ul style="list-style-type: none"><li>• Self Awareness: Observing and recognizing one's own feelings, Knowing one's strengths and areas of development.</li><li>• Self Management: Managing emotions, anxiety, fear, and anger.</li></ul>
<b>Unit III: Social Competence</b>
<ul style="list-style-type: none"><li>• Social Awareness: Others' Perspectives, Empathy and Compassion</li><li>• Relationship Management: Effective communication, Collaboration, Teamwork, and Conflict management</li></ul>
<b>Unit IV: Emotional Intelligence: Measurement and Development</b>
<ul style="list-style-type: none"><li>• Measures of emotional intelligence</li><li>• Strategies to develop and enhance emotional intelligence</li></ul>

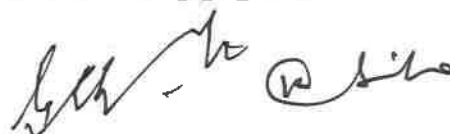
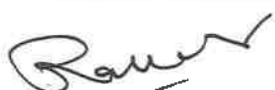
### **Practical/ Practice Component**

Students will practice self-management techniques to regulate emotions such as

- Mindfulness
- Conditioned relaxation response
- Boundary setting
- Any other

Students will practice various techniques of relationship management such as engaging with:

- Display of empathy
- Effective communication



- Teamwork
- Conflict resolution
- Any other
- If required, students can share their experiences in the form of a Project Report.

#### Essential Readings

- Any other Practical/Practice as decided from time to time
- Bar-On, R., & Parker, J.D.A.(Eds.) (2000). *The handbook of emotional intelligence*. San Francisco, California: Jossey Bros.
- Goleman, D. (2005). *Emotional Intelligence*. New York: Bantam Book.
- Sternberg, R. J. (Ed.). (2000). *Handbook of intelligence*. Cambridge University Press.

#### Suggested Readings

- HBR's 10 Must Reads on Emotional Intelligence (2015)
- HBR's 10 Must Reads on Managing Yourself (2011)
- Self Discipline : Life Management, Kindle Edition, Daniel Johnson.

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## **Course Title - Ecology and Literature**

### **Course Objectives:**

- To raise awareness among students towards the urgent predicament of Environmental and Ecological crisis and the need for reducing our carbon footprint upon fast depleting, ravaged ecological reserves.
- To develop a heightened ecological consciousness among students, leading to more responsible ecological behavior.
- To view environmental concerns as raised through plays, stories and poems.

### **Learning Outcomes:**

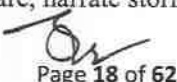
- The course will highlight the urgency of environmental crisis, making students conscious and aware of the role each one of us plays into environmental sensitivity and responsible ecological behavior.
- Students will be encouraged to respond to incidents of habitat destruction, deforestation, etc. and realize the need for our urgent intervention.

### **Syllabus of Ecology and Literature**

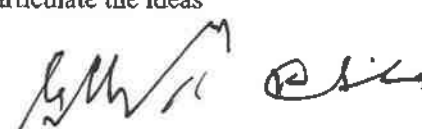
<b>Unit I: Negotiating environmental issues creatively</b> 1. William Wordsworth: 'In April beneath the scented thorn' 2. Rabindranath Tagore: 'The Waterfall' 3. Gieve Patel: 'On Killing a Tree'
<b>UNIT II. Ecocritical literary representations</b> 1. Mary Oliver: 'Sleeping in the Forest' 2. AK Ramanujan: 'A Flowering Tree' 3. Mamang Dai: 'Small Towns and the River'
<b>UNIT III: Empathetic exploration and imaginative re-enactments</b> 1. Amitav Ghosh's 'Part I: Stories' from <i>The Great Derangement: Climate Change and the Unthinkable</i> 2. Thangjam Ibopishak: 'Volcano, You cannot erupt' from <i>Dancing Earth: An Anthology of Poetry from North-East India</i> 3. Thangjam Ibopishak: 'Dali, Hussain, or Odour of Dream, Colour of Wind' from <i>Dancing Earth: An Anthology of Poetry from North-East India</i>

### **Practical/ Practice Component**

- Students would undertake field visits to a school or a slum in the neighborhood or the play area of residential complexes to share, narrate stories, poems and articulate the ideas



Page 18 of 62


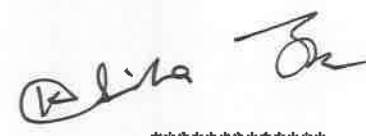



engaged with in the classroom lectures.

- They shall apply imaginative and creative ways of presenting socially responsible ecological behavior through re-tellings of the texts they have studied in the class.
- Creative re-enactment of key ideas studied by students in the form of a play, to be done Individually and/or in a group to create awareness regarding environmental consciousness.
- They can also collectively organize a tree plantation drive in and around the college campus and adopt a sapling each in the college premises and in their neighborhood to take care of.
- Any other Practical/Practice as decided from time to time

#### SUGGESTED READINGS:

1. Akhter, Tawhida, and Ahmad Bhat, Tariq. Literature and Nature. United Kingdom, Cambridge Scholars Publishing, 2022.
2. Shiva, Vandana. 'Development, Ecology and Women', Staying Alive: Women Ecology and Development. India: Zed Books, 1988. pp 1-14
3. Carl, Safina. Prologue & Chapter 1, Beyond Words: What animals think and feel. Souvenir Press, 2015.
4. Garrard, Greg. *Ecocriticism*. United Kingdom: Taylor & Francis, 2011.
5. Wohlleben, Peter. *The Hidden Life of Trees: What They Feel, How They Communicate—Discoveries from a Secret World*. India: Penguin Books Limited, 2016.

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## **Course Title - Ethics and Culture**

### **Course Objectives**

- The course aims to help students explore ethical and cultural dimensions of their lives.
- The course provides a forum for students to pause, revisit their assumptions and beliefs, and become mindful of their thoughts, emotions and actions.
- It gives the students an opportunity to express themselves and inquire into their decision making processes. This will enable them to cultivate ethical values and participate in the creation of a society based on acceptance, compassion, and justice.

### **Learning Outcomes**

- Explore perspectives on ethics in thoughts, words and actions
- Evolve ethical decision making practises
- Understand the need for an ethical society and culture
- Introspect, become conscious of and assess one's stance in life
- Cultivate empathy, tolerance and compassion
- Apply the values learnt in the course to everyday life.

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## Syllabus of *Ethics and Culture*

### Unit 1

<b>Unit I: Introduction   The Basis of Ethics</b>
<ul style="list-style-type: none"><li>● Getting to Know Each Other</li><li>● What to Expect from the Course?</li><li>● Recognition of Our Common Humanity</li><li>● Empathy, Compassion and Justice</li></ul>
<b>Unit II: The Role of Intelligence, Reason and Emotions</b>
<ul style="list-style-type: none"><li>● Discernment: What Is The Right Thing To Do?</li><li>● The Art of Conflict Resolution</li><li>● Destructive and Constructive Emotions</li><li>● The Need for Emotional Balance</li></ul>
<b>Unit III: Cultivating Inner Values   Ethics in the World of Work and Play</b>
<ul style="list-style-type: none"><li>● Training the Mind: Mindfulness and Kindness</li><li>● Meditation</li><li>● Discovering your Vocation and Interests</li><li>● Self-discipline, Integrity, Commitment, Creativity</li><li>● Work-Life Balance</li></ul>
<b>Unit IV: Striving for a Better World   Outreach Activities</b>
<ul style="list-style-type: none"><li>● Means and Ends</li><li>● Debate and Dialogue</li><li>● Culture as Shared Values</li><li>● Creating and Sustaining Ethical Cultures: The Role of Philosophy, Religion, Literature, Theatre, Cinema, Music, Media</li></ul>

### Practical/ Practice Component

#### Unit 1

1. The teacher may ask students to introduce themselves, sharing their regional and cultural roots. They may be asked to reflect on those aspects of their identities that reflect their cultural roots.
2. After a round of initial introduction, the teacher may ask students to list down a set of values that they think they have developed through their parents and grandparents. Are these values unique to their families, regional and/or ethnic backgrounds? Of these, which are the values they would like to sustain and which are the ones they would wish to modify?
3. The teacher may draw upon the values discussed by students in the previous lesson. Using these as the base, the teacher may ask students to think of ethical values that form the basis of their decisions.

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4. The teacher may ask students to think of people who they think have lived an 'ethical life'. These may be people who they know from their personal lives or people known for upholding ethical values in the face of adversity.
5. Students are encouraged to identify what are common human values necessary to realise shared common humanity—the feeling of interconnectedness/interdependence.
6. Class to be divided in small groups to discuss how each would make an effort to cultivate new morals/ethical values for betterment of their local environment.
7. Celebrating 'Sharing and Caring' based on regional diversity can be encouraged.
8. Engage students to do activities of 'being in the shoes of others' (peers, parents, siblings, house help/support or in any local community grappling with problems) to understand the problems empathetically.
9. The students can be asked to make bookmarks/cards to remind them about virtues pertaining to empathy versus sympathy, need versus greed, just versus unjust or compassion versus insensitivity.
10. Compassion is about cultivation of it as a daily value so students can in small groups undertake compassion based activities of looking after animals, birds, needy, elderly, differently abled, non-privileged etc. and share their thoughts in the class.

## Unit 2

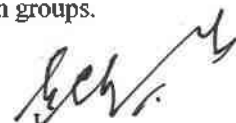
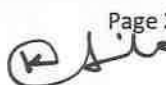
1. Make the student think of a hard decision they have made. What made it hard? How did you make the decision? How do you assess it retrospectively?
2. Encourage students to think of judgements and decisions based on the dilemmas and challenges they faced? How do they go about making these decisions?
3. The teacher may introduce any well known story and ask the students to discuss the story from the point of view of the different characters.
4. Ask students how willing they are to deal with a conflict when it occurs. What strategies do they adopt to resolve the conflict?
5. The teacher may ask students to prepare posters with captions like "avoidance", "competition", "cooperation" and "adaptation" and then may ask students to identify with one of these styles which according to them best represents their style of dealing with conflict.
6. The students may be asked to discuss different such similar situations that they may have encountered and a discussion may be initiated on how they resolve those conflicts.
7. The students can be asked to write down certain destructive emotions that they are experiencing presently. How would they work to make them constructive? A classroom discussion could follow around this.
8. Ask the students to note down a list of constructive emotions experienced by them

recently. Were the constructive emotions less powerful as compared to the destructive ones experienced by them? Discussion in class can follow.

9. How do you (i) express, (ii) handle anger/ disgust/ distress/ fear ( any destructive emotion can be taken up). A healthy discussion in the class can take place around this.
10. Students may be asked to practice a simple breathing exercise. They can sit straight with eyes opened or closed in a comfortable position to just observe their breathing. They can repeat this exercise six to eight times and share (if they like) their experience of silence.
11. To identify your interests and develop a meaningful hobby.
12. Have an open conversation in the class about happiness.

### Unit 3

1. The students could observe various emotions that bottle-up in their minds and be asked to watch the flow of emotions non-judgmentally.
2. Students may be asked to recall their journey to the college that morning. Do they remember road signs, faces of people they crossed, the roads that they took, the people they interacted with, the sights and smells around them, or anything else?
3. Students could be asked to cultivate the habit of simple greeting as practice of gratitude and celebrate a day of joyful giving.
4. The students can close their eyes for 2-3 minutes and be asked to observe their thoughts, list them and categorise them into 'to be kept' or 'to let go'.
5. The teacher may ask students to close their eyes and imagine a situation in which they are truly happy. Students could wish for the well-being of two students in the same classroom in their meditative state.
6. Students could meditate on who has been their inspiration and the qualities of the person who has inspired them and then express gratitude to the person concerned.
7. The teacher may ask the students to think retrospectively about what they thought they would take up as a vocation when they were younger. How and why their choices were influenced and changed, if at all.
8. The teacher may ask the students to imagine and chart a journey and destination for themselves. They may also talk about the challenges they foresee.
9. The teacher may encourage the students to maintain a daily diary of their scheduling of time or a worklog and see how much time they effectively give to their work. The teacher may help the students identify the distractors and where one may be 'wasting' time and energy. The activity is designed to help students understand the value of effective time utilisation.
10. In this lesson, the teacher may ask the students to draw up a list of team ethics. They may build this based on their experiences of working with each other in groups.



11. The teacher may ask the students to share an incident each where they felt pressurised/bored to complete some work. How did they deal with their stress and monotony of work?

#### Unit 4

1. Students will be asked to work in pairs and develop situations that pose ethical dilemmas and how to resolve them.
2. Students may be asked to look at a film or at an advertisement and discuss what they think about the question/s posed in them. The teacher may ask them if they can think of an alternative ethical approach to the problem posed.
3. Students will be asked to think of situations in which they lost their temper. Have they ever felt that in a fit of emotion they said something that they regretted later? If they had paused to listen and then respond, what would the other person have said? How would the outcome of the situation have been different?
4. A debate on any relevant topic may be conducted in the class. After the first round the students may be asked to adopt and argue their opponents point of view. At the end of this exercise the students can have an open discussion on which position finally appealed to them.
5. The teacher may give a short story to the students and ask them to change the ending. They may be asked to observe how characters and their views may have undergone change in the process.
6. There can be a discussion around a topic such as, the idea of corporal punishment, euthanasia etc. Students can be given a sheet of paper and can be asked to write for or against the theme. The idea is to enable them to understand that the positions they have taken vis-a-vis the theme are a result of different value orientations.
7. Popular foods from many parts of India can be discussed. Their origins can be traced to chart a kind of food history.
8. The teacher on the basis of discussions with students can draw from Philosophy, Religion, Literature, Theatre, Cinema, and Media to highlight that the choices people/characters make are grounded in their culture.
9. The students can discuss classical/folk dances that are performed in their respective groups. Details can be drawn based on the number of dancers, music (live or recorded) and costumes. The role of oral traditions and literature in indicating the importance of ethics in our everyday lives can be discussed.

#### Suggested Activities for Outreach: Social/ Community Engagement and Service

In the weeks that follow, students will be expected to engage in outreach activities that shall enable them to put into practice some of the ethical considerations deliberated upon and imbibed in the previous modules. A list of suggested outreach activities is as follows:

- Adopt a village with the aim of cultural and ethical learning
- Discussing health and hygiene issues in a community
- Tutoring students Gender sensitization
- Working on environmental issues
- Working with Child Care Centre such as Anganwadis and Balwadis
- Working with differently abled students
- Preserving cultural and heritage sites
- Spending time with senior citizen including a Senior Citizens Home
- Extending care to animals in animal welfare shelters
- Addressing issues relating to Reproductive Health
- Spreading awareness about adolescent health
- Addressing issues relating to mental health
- Health and nutrition awareness
- Swacchata Abhiyaan
- Sensitisation towards disease awareness
- Vriksharopan

If required, students can share their experiences in the form of a Project Report

Any other Practical/Practice as decided from time to time

#### **Suggested Readings:**

- Aristotle. *Nicomachean Ethics*. London: Penguin Classics, 2004
- Swami Vivekananda. *The Complete Works of Swami Vivekananda*. Advaita Ashrama, 2016.  
---[https://www.ramakrishnavivekananda.info/vivekananda/complete\\_works.html](https://www.ramakrishnavivekananda.info/vivekananda/complete_works.html)
- Panch Parmeshwar in English translation as The Holy Panchayat by Munshi Premchand
- The Silas Marner by George Eliot
- We are Seven by Wordsworth
- The Chimney Sweeper by William Blake



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## **Coures Title - Ethics and Values in Ancient Indian Traditions**

### **COURSE OBJECTIVES:**

- To understand the rich cultural traditions relating to discourses on life and its purpose, instilling of values relating to ethical and moral propriety.
- To make students more engaged with the past traditions of the country.
- To introduce students to early epics: Puranic, Buddhist and other traditions.

### **LEARNING OUTCOMES:**

- Students will develop an overview of indigenous philosophies.
- Understanding 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.

### **Syllabus of Ethics and Values in Ancient Indian Traditions**

<b>Unit I The idea of India and Bharat</b>
<ol style="list-style-type: none"><li>1. 'Jambudvipa'; 'Aryavrata'; 'Bharat'; India</li><li>2. Early discourse on moral order- rta in Vedic traditions</li><li>3. Debates in the Upanishads and the Shramanic traditions</li></ol>
<b>Unit II State, Society and Dharma</b>
<ol style="list-style-type: none"><li>1. Kingship and Society: <i>Dharma, Neeti and Danda</i></li><li>2. <i>Rashtra</i>, Sanskar and making of socio-cultural milieu</li></ol>
<b>Unit III The 'Purpose of Life' in Texts</b>
<ol style="list-style-type: none"><li>1. 'Right Conduct': Buddhist, Jaina and Shramanic Traditions</li><li>2. <i>Puruṣārtha</i> Chatushtaya: <i>Dharma, Artha, Kāma and Mokṣa</i></li><li>3. Assimilation and Assertion: Ethical issues in Epics and Puranic traditions</li></ol>

### **Practical/ Practice Component**

- Discuss in your locality, in 10-15 households with regard to Ethics and Values in Indian traditions:
  - Vedic traditions
  - Puruṣārtha Chatushtaya
  - Buddhist, Jaina and Shramanic Traditions
  - Jambudvipa; Aryavrata; Bharat; India
- Students are required to explore e-resources available with University of Delhi and other academic institutions.

- Students are required to watch documentaries and films on the subject-related topics.
- If required, students can share their experiences in the form of a Project Report.
- Students may share their experiences in the form of audio-visual presentations of 15-30 minutes.
- Any other Practical/Practice as decided from time to time

#### Essential Readings

Buitemen, J.A.B. Van, *The Bhagwadgita in the Mahabharata: Text and Translation*. Chicago: Chicago University Press, 1981. Bhagwadgita by Geeta Press Gorakhpur.

Bhasham, A.L, *Wonder that was India: A Survey of the Culture of the Indian Subcontinent Before the Coming of the Muslims*. London, Sidgwick and Jackson, 1954

Dasgupta, S. N. *History of Indian Philosophy*. Cambridge University Press, 1923, Vol. I-II.

Hiltebeitel, Alf. *Rethinking the Mahabharata: A Reader's Guide to the Education of the Dharma King*. Chicago: Chicago University Press, 2001.

Kane, P.V. *History of Dharmashastra (Ancient and Medieval Religious and Civil Law)*, vol. II, parts 1-2; vol. III 3<sup>rd</sup> ed. Pune: Bhandarkar Oriental Research Institute, [1941, 1946].

Olivelle, Patric. *King, Governance, and Law in Ancient India: Kautilya's Arthashastra*. Oxford: Oxford University Press, 2013.

Sharma, Arvind. 'On Hindu, Hindustan, Hinduism and Hindutva'. *Numen*, 49(1), 2002, p. 1-36.

#### Suggested Readings

Olivelle, Patric. (text and trans.) *Manu's Code of Law: A Critical Edition and Translation of the Manava-Dharmashastra*. New Delhi: Oxford University Press, 2006.

Rocher, Ludo. 'The Concept of Boundaries in Classical India', in Peter Gaefkke and David A. Utz (eds.), *The Countries of South Asia: Boundries, Extensions, and Interrelations*

Philadelphia: University of Pennsylvania, Department of South Asia Regional Studies (Proceedings of The South Asia Seminar, III, 1982-1983), 1988, p. 3-10.

Sukthankar, V.S., S.K. Belvalkar, and P.L. Vaidya(ed.). *The Mahabharata*. Poona: Bhandarkar Oriental Research Institute, 1933-66.

Tripathi, Radhavallabh, ed. *India's Intellectual Traditions: A Revealed Through Sanskrit Sources*. New Delhi: Sahitya Akademi, 2016.



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## **Course Title - Financial Literacy**

### **Course Objectives**

- Familiarity with different aspects of financial literacy such as savings, investment, taxation, and insurance
- Understand the relevance and process of financial planning
- Promote financial well-being Learning Outcomes
- Develop proficiency for personal and family financial planning
- Apply the concept of investment planning
- Ability to analyse banking and insurance products
- Personal tax planning

<b>Syllabus of Financial Literacy</b>	
<b>Unit I: Financial Planning and Financial products</b>	
<ul style="list-style-type: none"><li>● Introduction to Saving</li><li>● Time value of money</li><li>● Management of spending and financial discipline</li></ul>	
<b>Unit II: Banking and Digital Payment</b>	
<ul style="list-style-type: none"><li>● Banking products and services</li><li>● Digitisation of financial transactions: Debit Cards (ATM Cards) and Credit Cards. Net banking and UPI, digital wallets</li><li>● Security and precautions against Ponzi schemes and online frauds</li></ul>	
<b>Unit III: Investment Planning and Management</b>	
<ul style="list-style-type: none"><li>● Investment opportunity and financial products</li><li>● Insurance Planning: Life and non-life including medical insurance schemes</li></ul>	
<b>Unit IV: Personal Tax</b>	
<ul style="list-style-type: none"><li>● Introduction to basic Tax Structure in India for personal taxation</li><li>● Aspects of Personal tax planning</li><li>● Exemptions and deductions for individuals</li><li>● e-filing</li></ul>	

### **Practical/ Practice Component**

- Regular class activities to enhance students' understanding of topics and the application of concepts. The case study method may be followed as a teaching pedagogy.
- Numerical questions pertaining to each unit wherever applicable should be practiced.
- For the second unit, students may be assigned a project wherein they can log on to the website of various banks and conduct an in-depth analysis and comparison of various financial products offered.
- For Unit III, a Project related to building a dummy portfolio of stocks and tracking their returns may be given.

- An investment budget may be given to the students to select investment options that maximize the return and minimize the tax implications.
- For the last unit, students may also file a dummy IT return to get hands-on experience with e-filing.
- Students may conduct a financial literacy survey among at least 25 respondents to measure the level of financial literacy and share the findings in the awareness in the form of a report.
- Any other Practical/Practice as decided from time to time

## References

- *Introduction to Financial Planning (4th Edition 2017)* – Indian Institute of Banking & Finance.
- Sinha, Madhu. *Financial Planning: A Ready Reckoner July 2017*, McGraw Hill.

## Additional Resources

- Halan, Monika. *Lets Talk Money: You've Worked Hard for It, Now Make It Work for You* July 2018 Harper Business.
- Pandit, Amar *The Only Financial Planning Book that You Will Ever Need* , Network 18 Publications Ltd.

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## Course Title - Fit India

### Course Objectives:

- Encourage physical activity through engaging the students in sports and yoga.
- Understand the importance of a balanced diet .
- Build skills for self-discipline, self-confidence, cooperation and teamwork.
- Promote fitness as a joyful activity.

### 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.

### Syllabus of *Fit India*

#### Unit I: Participation in Physical Activity

- Fit India Protocol
- Physical Activity, Health and Fitness
- Indicators of Fitness

#### Practical/Practice

- Aerobic Work Out / Physical Activity (Walking)
- Yoga – Asanas (Lying, Sitting and Standing positions) and Pranayama
- Cardiovascular Testing by 12min/9 min Cooper Run/Walk test

#### Unit II: Health Related Fitness and their Components

- Muscular Strength and Endurance
- Body Composition and Flexibility

#### Practical/Practice

- Flexibility Training: Back Saver Sit and Reach test
- Muscular Strength Training: Curl Ups / Standing Broad Jump/ Vertical Jump/ Plyometric
- Endurance Training: 1 Mile RockPort Testor 12 /9 minute Cooper run/walk test.
- Ideal Body Weight, Body Mass Index (BMI), Waist+Hip Ratio, Waist+Height Ratio (Data of at least 10 persons to be collected)

### Unit III: Nutrition and Fitness

- Healthy Eating Plate
- Balanced Diet
- Caloric Content of Food

#### Practical/Practice

- Preparing Daily Diet and Calorie Chart
- Aerobic Work Out / Physical Activity (Walking)
- Assessment of Physical Activity with the Calorie intake.
- Asanas for :
  - digestive system
  - excretory system

### Unit IV: Psycho-physiological aspects of Fitness

- Sports Physiology and Psychology
- Depression, Anxiety and Stress Scale (DASS)
- Rosenberg Self Esteem Scale

#### Practical/Practice

- Skills learning and Participation in sports
- Group Games / Relays/ Minor Games
- Meditative Asanas and Pranayama
- Fitness component testing (as per Fit India Protocol and Norms) and Analysis of Results
- Data of at least 10 persons to be collected on DASS and self-esteem scale

**Note:** Concepts are to be taken up during the practical/practice hours.

#### Essential Readings:

- Fit India Website: <https://fitindia.gov.in>
- Wener W.K. Hoeger, Sharon
- A. Hoeger - Fitness and Wellness-Cengage Learning (2014).

#### SUGGESTED READINGS:

- Charles R. Corbin, Gregory J. Welk, William R. Corbin, Karan A. Wells - Concepts of Fitness And Wellness\_ A Comprehensive Lifestyle Approach-McGraw-Hill (2015)
- W.Larry Kenney, Jack H. Wilmore, David L. Costil(2015). Physiology of Sports and Exercise, Second Edition. USA. Human Kinetics.
- Websites of International Sports Federations
- Website of Ministry of Youth Affairs and Sports



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## **Course Title - GANDHI AND EDUCATION**

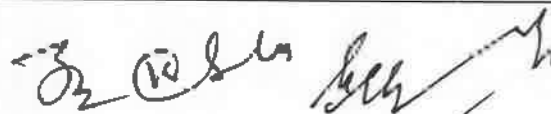
### **Course Objectives**

1. Seek inspiration from Gandhi's thoughts on education.
2. Analyse Gandhian education philosophy for moral and character development.
3. Understand Gandhi's Idea on Self-reliant education (Swavalambi Shiksha)
4. Relate Gandhi's educational thoughts to NEP 2020

### **Learning Outcomes**

1. Value Gandhian perspective on education
2. Appreciate the significance of education in Indian languages
3. Evaluate the application of Gandhian thoughts in NEP 2020
4. Realise the principles of NEP 2020 in vocational and skill oriented education.

Unit I: Gandhi's Philosophy and education
<ul style="list-style-type: none"><li>● Gandhi's Philosophy on education</li><li>● Education for character building and moral development</li><li>● Education relating to health, hygiene, heritage, and handicraft</li></ul>
Unit II: Gandhi's Experiment in Education
<ul style="list-style-type: none"><li>● Gandhi's educational ideas on use of Indian Language as a medium of Instruction, TextBook and Teacher.</li><li>● Gandhi's educational thought on Elementary and Adult Education.</li><li>● Gandhi's vision on Higher Education</li></ul>
Unit III: Gandhi's Educational Thought on Skill and Vocational Education
<ul style="list-style-type: none"><li>● Rural development through Skill and Local Need Based education</li><li>● Skill education in NEP 2020 and Gandhi</li><li>● Gandhi's Idea on Self-reliance (Swavalambi Shiksha) and its reflection in contemporary educational policy.</li></ul>



### Practical/ Practice 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.
- Any other Practical/Practice as decided from time to time

### ESSENTIAL READINGS

- महात्मा गांधी. (2014). बन्नि यादी शिक्षा. वाराणसी : सर्वसेवा संघ प्रकाशन.
- गांधी, मो. क. (2010). मेरे सपनों का भारत. अहमदाबाद : नवजीवन प्रकाशन मंदिर. नवजीवन प्रकाशन मंदिर. (1960). शरीर-श्रम. अहमदाबाद: मो. क. गांधी. pp- 196-231
- प्रभ, ुआर. के. व राव, य. ुआर. (1994). महात्मा गांधी के विचार. इंडिया: नेशनल बुक ट्रस्ट.
- Anand T. Hingorani, ed.] Gandhi, M.K. Our Language Problem (Bombay:
- Bharatiya Vidya Bhavan, ), pp. 53-55
- TOWARDS NEW EDUCATION written by M. K. Gandhi Edited by Bharatan Kumarappa

### SUGGESTED READINGS:

- गांधी. मो.क. (2012). स य के योग अथवा आ मकथा ( वेद , काशीनाथ.अनवु ादक) अहमदाबाद: नवजीवन काशन मं दर
- गांधी. मो.क. (2012). ह्दं वराज (नणावती. अमतलाल् ठाकोरदास. अनवु ादक). अहमदाबाद: नवजीवन काशन मं दर
- Coomaraswamy, Anand K. . (1910). Art and Swadeshi . Munshi Ram Manoharalal. Delhi

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## **Course Title - Panchakosha: Holistic Development of Personality**

### **Course Objectives**

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

### **Learning Outcomes**

- Enhanced physical and mental health.
- Coping with peer pressures and stress.
- Improved concentration leading to better overall performance.
- Manage life situations through a balanced and mature approach.

### **Syllabus of Panchkosha: Holistic Development of Personality**

Unit I: Elements of Personality
<ul style="list-style-type: none"><li>• <i>PanchaKosha</i>: Introduction</li><li>• Five aspects of Human Personality: <i>Annamaya Kosha</i> (Physical body), <i>Pranamaya Kosha</i> (Vital life force energy), <i>Manomaya Kosha</i> (Psychological wellness), <i>Vijnanamaya Kosha</i> (Intellect), <i>Anandamaya Kosha</i> (Happiness and Blissfulness)</li><li>• Health: Mental and Physical</li></ul>
Unit II: <i>Annamaya Kosha</i> and <i>Pranamaya Kosha</i>
<ul style="list-style-type: none"><li>• Human Body and <i>Pancha Karmendriyas</i></li><li>• <i>Annamaya Kosha</i>: Balanced diet and exercise for healthy body</li><li>• <i>Pranamaya Kosha</i>: Development of life force, <i>Pranayam</i></li><li>• <i>Charucharya</i>: Social Etiquettes</li></ul>
Unit III: <i>Manomaya Kosha</i> and <i>Vijnanamaya Kosha</i>
<ul style="list-style-type: none"><li>• <i>Antahkarana</i> and its functions</li><li>• <i>Pancha Gyanendriyas</i></li><li>• <i>Manomaya Kosha</i> : Controlling the <i>Mana</i> (mind)</li><li>• <i>Vijnanamaya Kosha</i>: Ability of discretion and decision making</li></ul>
Unit IV. <i>Anandamaya Kosha</i> and Beyond
<ul style="list-style-type: none"><li>• <i>Anandamaya Kosha</i>: Experience of happiness and bliss</li><li>• Self-realisation, Nature of Consciousness: <i>Sat-Chit-Ananda</i></li></ul>

### Practical/ Practice Component

- Recitation of select verses from *Taitiriyopansid*
- *Asana*
- *Pranayama*
- Meditation
- Visit to a Yog shivir or meditation centres
- Students are required to watch documentaries and films on the subject-related topics.
- If required, students can share their experiences in the form of a Project Report.
- Any other Practical/Practice as decided from time to time

### Essential Readings

- पंचकोश विवेक, स्वामी परमहंस योगनान्द, <https://ndl.iitkgp.ac.in/पर उपलब्ध>
- विवेक चडामू णि, आदि शंकराचार्यद्वारा लिखित, अरविन्द आनंद द्वारा अनदि त, चौखम्भा प्रकाशन, वाराणसी, 2015
- Vivek Chudamani, Adi Shankaracharya, Swami Turiyananda (Sanskrit and English), Sri Ramakrishna Math, Mylapore, 2019
- सभी के लिए योग, बी.के.एस. आयंगर, प्रभात प्रकाशन, 2018
- Yoga The Path to Holistic Health: The Definitive Step-by-step Guide, B.K.S. Iyengar, Dorling Kingsley, London, 2021
- The Sacred Science of Yoga & The Five Koshas, Christopher Sartain, CreateSpace Independent Pub, 2015 Suggested Readings
- PanchaKosha: The five sheaths of the human being, Swami Nishchalanand, Kindle edition.
- Upanisadvakya Mahakosa. (An Upanishadic Concordance, taken from 239 Upanishads, G. S. Sadhale (Compiled by). Chowkhamba Vidyabhawan, Varanasi, 2014
- The Pentagon of Creation: As Expounded in the Upanishads, Ajai Kumar Chhawchharia, CreateSpace Independent Pub, 2015

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*Dr. Abila*

*Ram*



## **Course Title - Social and Emotional Learning**

### **Course Objectives**

- This course aims to develop social and emotional awareness in students and initiate them towards better personal and social well-being.
- To create an awareness towards self, others, the environment and their harmonious coexistence.

### **Learning Outcomes**

- Students will be able to become aware of oneself and the society.
- Make informed lifestyle choices and extend the self in the joy of giving.
- Develop empathy, compassion, connect with nature and evolve emotionally to create a more harmonious society.
- Cultivate sensitivity towards discriminatory practices and explore possible solutions.

<b>Syllabus of Social and Emotional Learning</b>
<b>Unit I: Introduction   Self-Awareness and Happiness</b>
<ul style="list-style-type: none"><li>• Getting to Know Each Other</li><li>• What to Expect from this Course?</li><li>• Getting to Know Oneself</li><li>• What Makes One Happy/ Unhappy? Outer vs Inner Sources of Happiness, Joy of Giving</li></ul>
<b>Unit II: Social Relationships   Mindfulness</b>
<ul style="list-style-type: none"><li>• Sharing vs Power: Peers, Family and Society</li><li>• Going Beyond Power Relationships Through Open Conversation</li><li>• The Value of Silence and Reflection</li><li>• Practice of Mindfulness</li></ul>
<b>Unit III: Identity, Self-Image, Status, Self-Worth   Digital Identity</b>
<ul style="list-style-type: none"><li>• Identity Construction and Expression: Individual and Collective</li><li>• Accepting and Valuing Oneself</li><li>• Understanding the Gendered World</li><li>• Identifying and transcending stereotypes</li><li>• Identity Formation and Validation in the Digital World</li><li>• Discrimination and its Forms</li></ul>

#### Unit IV : Lifestyle Choices | Stress and Its Management

- What Choices Does One Get To Make?
- Is Choice influenced? Relationships, Career Choices
- Career Pressures, Examinations
- Dealing with Disappointment, Coping Skills, Health and Fitness
- Connect With Nature: Sensitivity Towards Other Sentient Beings

#### Practical/ Practice Component Unit 1

##### Getting to Know Each Other

In this lecture, the teacher will facilitate social engagement and personal reflection through a round of introductions. This also provides an opportunity for the teacher and students to recognise the deeper meanings that lie underneath routine exercises of introduction. For example, the adjectives that people use to describe themselves are indicative of the image that they wish others to hold of them. But do they hold the same image about themselves?

Teachers may begin the class by introducing themselves. Any introductory exercise that serves as an ice breaker and creates the classroom space as one of vibrant and open discussions, may be used. Teachers should try and ensure participation of all students in this exercise.

##### Activities

###### 1. Who is in your circle?

Students may be asked to draw three concentric circles on their notebooks. The central circle is for the topic, the second for 'Love', and third for 'Like'. The space outside the circles is for 'Don't like'. The class decides on one topic, such as food, movies, web series, books, music, interests, etc. Each topic is taken up in turn and students are asked to write what they love, like, and don't like in the circles and share it with others. The exercise helps students to identify with their peers in commonalities and differences. The teacher may use prompts such as 'Why do you like this show?', 'Why do you dislike this food?' etc.

###### 2. I am...

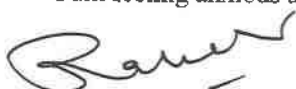
Students are asked to complete the sentences. The teacher may take turns and ask random students to answer it or the teacher may write these on the board and ask every student to write the answer in their notebooks. Some suggested prompt sentences are:

I am excited about.....

I wish I could.....

I am wondering.....

I am feeling anxious about....



Students can choose to share some of the answers with the class. The purpose of the exercise is to bring most students to speak in class and share their honest feelings and thoughts.

### 3. Introduce Yourself... Know Yourself

In this exercise, the teacher asks all students to take turns to introduce themselves. It is likely that most students will talk about their names, previous qualifications and hobbies. At the end of the introductions, the teacher can identify commonalities such as previous courses undertaken, regional identities, age, or similar common factors. The teacher may then use the following prompts to facilitate discussion:

Do these define you? Are you something more?

Would you like to change any of these qualifiers?

Is there something about you that you would like to share with us? Do you ever wonder about your identity/ identities?

### What to Expect from this Course?

In this class, the focus is on understanding the relevance of the course and providing a course overview. Students will be able to explore the various dimensions of their lives and develop insights about themselves and their relationships. By discussing the outline of the course and the suggested activities, the teacher shall bring to the fore the exploratory journey that the students will embark upon. The students' questions relating to the course contents will also be addressed in this lecture.

### Activities

In this class, the teacher may undertake an overview of the course, discussing each week's themes briefly. The nature of assignments and evaluation can also be detailed out. The teacher may hold a discussion with students on the following:

1. Why is social and emotional learning important?
2. What can the teacher do to make the classroom a more welcoming and open space for you?
3. What would be some of the activities that you would like to undertake during the course? Such as watching movies, reading books, maintaining a reflective journal, engagement in the field, mindfulness exercises, etc.

### Self Awareness and Happiness

The aim of this module is to help students develop awareness about themselves – who they are, what their strengths and limitations are, and how they can develop themselves. This will help them to learn interlinkages and distinctions between thoughts, emotions and behaviours. This module will make them aware of the differences between happiness and pleasure and help them ponder on sources of happiness.

### Self Awareness

Self-awareness is the experience and understanding of one's own personality – how an individual understands his own feelings, motives, desires, and behaviour, and the triggers for the same. Hence, self-awareness can be considered to be vital for personal development.

Students would thereby become more grounded and confident. This lesson will focus on the student's intrapersonal and interpersonal awareness through discussions and activities.

#### Activities

1. Students are asked to make a timeline of important events in their life and how each one affected them at that time. Do they see it differently today?
2. SWOT Analysis can be done by each student – Strengths, Weaknesses, Opportunities and Threats.
3. How do they envision their ideal person – What does your ideal person look like? What characteristics do they possess? Identify the gap. How do they plan to fill/reduce the gap?

#### Happiness

The term 'happiness' includes pleasant and positive emotions which can range from deep satisfaction and contentment to pleasure and excitement. The focus of this session would be to discuss techniques to develop the long-lasting feelings of contentment rather than momentary and short-lived emotions of excitement and pleasure. This will encourage and foster feelings of wellbeing and life satisfaction. The teacher will use activities in order to inculcate the ways of developing and sustaining happiness.

#### Activities

Writing a gratitude Journal – include in it what you are grateful for.

Mindfulness exercises and developing a mindful way of doing things.

"As one door closes, another door opens". A discussion based on the three opportunities that they think they lost and consider what it was they gained in the process.

#### Unit 2

##### Social Relationships

In this module, students will be asked to turn their gaze towards the society in which they are located and where they form social relations. They will be asked to introspect and understand the ways in which they connect with their immediate and extended social surroundings. In this context, peers and family exercise a significant influence on the identities of adolescents and young adults. The students will be asked to assess the nature of their relationship with friends and family and explore these negotiations in the context of sharing versus power. The teacher will help students broaden their understanding by extending the discussion to include other social relationships, beyond peers and family. They will be encouraged to think about how they are influenced and how they in turn influence the people around them. The class shall explore the importance of open conversation as a means to resolve conflicts and contradictions.

##### Sharing vs Power: Peers

Identity formation and development is significantly dependent on the peer group with which the individual interacts. During this class, the students may pose the following question to themselves and to each other- What is the nature of the relationships that they share with their peers? Adolescents and young adults like to conform to peer expectations. Students may

explore whether relationships between peers are equal. What forces mediate these relationships? By posing examples from real life, the teacher will encourage the students to closely examine their relationships with their friends and family.

#### **Activities**

Ask the students to describe their close friends with fictitious names. They should then be asked why they are close to them and what is the one quality about their friends that they appreciate.

Divide students into groups of 5 each. This can vary depending on the class size. Each group can discuss how they were influenced by their friends in decision making processes.

The class/ group can share a story from their life about how they made a decision based on peer pressure. They should also share the result. Were they happy or unhappy about it? The findings can be discussed in the class.

#### **Sharing vs Power: Family**

The family is often considered to be a given and stable construct in which one is born or placed. As the relationships of adolescents with people outside the home grow, their interactions with their families evolve and take on a new and sometimes difficult character. Discussions and activities in the class should help the students objectively analyse their family space and the way in which they negotiate with it at different points of time. Through examples from day to day life, the teacher will help the students understand such spaces and the role they play.

#### **Activities**

Describe the ideal family. The students can think about the nature of the ideal created by them. What is the role played by siblings in your personal development?

Role play can be used to perform the different roles in a family so as to understand the different points of view within it.

#### **Sharing vs Power: Society**

The individuals generally extend the nature of their relationships with the family to the larger social world. In their pursuit to seek autonomy and independence, they may form new kinds of relationships in the larger social context. These relationships may be characterised by imbalances in power. This lecture will try to help the students strike a balance between self and society and stress the role of dialogue, sharing and cooperation.

#### **Activities**

The teacher can ask the students to describe any one constructive social role performed by them. (Any way in which they helped people around them). They can draw, speak, share a photograph or write a creative piece about it.

In the years to come what kind of role do you see yourself performing in society?

Share any one story about a person that has really influenced you? It can be about a public figure or anyone around you.

#### **Going Beyond Power Through Open Conversation**

In the previous lectures, the discussion has been around family, peer groups and society. In this session, the focus will be on the ways to build a more egalitarian society—one that is more collaborative, inclusive and takes into account different points of view. Open Conversation is suggested as a way by which acceptance, active listening and empathy can be

encouraged.

### **Activities**

The students can be asked to present a brief performance showing the way in which open conversation can help in conflict resolution.

Movies in line with classroom discussions held in the past few weeks can be shown to the students. Movie screening should be followed by a discussion.

A short story, poem or a play can be used to build on classroom discussions.

### **Mindfulness**

This module focuses on the significance of silence, introspection and non-judgmental awareness of the present moment. These mental practices are for understanding and building humane connection with self and others. The students are sometimes unable to spare time for their inner growth. Mindfulness practices aim at self-awareness and self-acceptance for overall well being. Valuing and practicing silence helps in the process of deeper reflection and builds inner strength to face conflicts with calmness. It hones the ability to develop mental equanimity and equipoise.

### **The Value of Silence and Reflection**

The students will learn to understand the value of silence in the noise around. The practice of silence helps in self-reflection and connecting the inner and outer worlds. It enables one to experience joy, contentment and peace. Silence is a way of understanding how to enjoy one's own company and not to confuse being alone with loneliness. The students will appreciate that silence and solitude are positive and constructive.

### **Activities**

The students can be asked to maintain silence and watch the flow of thoughts and emotions. In the process of silence the students can identify what gives them happiness and what they can do to create happiness for others.

The students can visit natural spaces to understand how silence runs in the sounds of nature which can help them realise peace.

### **Practice of Mindfulness**

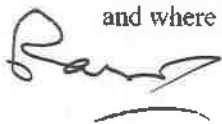
Through this lesson, the students will understand the significance of mindfulness as a daily practice for understanding that happiness depends on the self-training of mind. The joy of living in the moment with full awareness and steadiness of mind are important for accepting and cherishing all experiences positively and non-judgmentally.

### **Suggested Activities**

Mindful walk/trek in the garden/forest/mountains or at a monument. Mindful eating while enjoying all elements of tastes in different types of food can also be done.

The students can be engaged in groups for non-judgmental listening

The class can be divided to discuss what activities of the day they engage with full awareness and where the moments go unnoticed



Unit 3



## **Identity, Self-image, Status, Self-worth**

The module is designed to help the learners revisit the constructs of identity, self and personhood. It builds on questions such as 'who am I', 'how do others and I see myself', 'does status and self-image affect my sense of self-worth'. Specifically, it deals with how one's identity takes shape and thereon begins to be an integral part of oneself. It encourages the students to think about what factors influence their self-worth, such as achievements and accumulations, wealth, career or popularity. The students learn to accept and appreciate self and others.

### **Identity Construction and Expression: Individual and Collective**

This lesson is aimed to help the learners deconstruct their sense of identity and rechart the signifiers/ markers and processes which have played a pivotal role in constructing their sense of identity and self. It unfolds processes of socialisation within family, school, community and society at large have played a role in making students who they are. How do these processes shape our notions of self-concept, self-evaluation, and self-esteem? The students will be able to become aware of their individual and collective sense of identity and self.

#### **Activities**

The teacher may ask the students to imagine one's identity in different contexts that are significant for identity construction. For instance, what does identity of being someone's 'child' entail; likewise what kind of an identity does one expect of oneself as a sibling, student and as a friend.

The teacher may ask the students to read from biographies/autobiographies of people from other cultures and discuss excerpts from the books. The teacher may elaborate the qualities of these people.

The teacher may organise a field visit with the students to different places. Ask the students to survey people from those locales about their experiences.

### **Accepting and Valuing Oneself**

This lesson builds on the previous lesson by unpacking how concerns revolving around self-image and status may affect one's sense of self. It aims to make one aware why a challenge to one's identity may lead to discomfort and conflict. Students will be encouraged to accept their physical appearance and identity and to value self-worth. This lesson invites them to undertake an inward journey.

#### **Activities**

The teacher may ask students to respond to different characters in a movie where challenges to their identity lead to different kinds of responses.

What will change after 10 years in terms of your identity and what according to you will not change?

The teacher may ask the students to identify an 'open space' and 'sit alone' and write a reflective essay on the theme, 'remember what makes you, you'.

### **Gender Roles**

  
Page 42 of 62

The objective of this module is to enable the students to differentiate between biological and psychological context of gender in order to understand how their gendered identities are socially constructed. Gender refers to the characteristics of men and women and includes norms, behaviour and roles associated with being man or woman, girl or boy. Further, this will enable the students to become aware that their destiny need not be determined by biology.

### **Understanding a Gendered World**

The objective of this lecture is to enable the students to understand that gender roles are taught by the process of socialization, beginning with the family. Everyday things that we do like eating, speaking, walking, our gestures and even the professions that we think we choose are all often influenced by societal norms.

#### **Activities**

The teacher may ask the students to list things associated under the heading; men and women. Once listed, the headings can be interchanged and a discussion may follow.

Ask students to bring an artefact from home, it can be a childhood picture. On the basis of the picture students can share childhood experiences. Through the narrative of their oral history students can share experiences of how they acquired gender.

### **Identifying and Transcending Stereotypes**

In the previous lecture, students have been made aware that gender stereotypes are socially constructed, that the ways in which we interact with others and with ourselves are shaped by gender. The objective of this lecture is to explain the importance of thinking beyond the stereotypes and to reinforce that biological differences between genders should not lead to social discrimination.

#### **Activities**

Movie viewing: Students and teachers can choose any movie for discussion.

Quiz cards: On the cards the following can be written and the student can be asked to identify which is socially constructed and which refers to biology.

Men are Breadwinners, Women are homemakers.

Males have XY chromosomes, Females have XX chromosomes.

Women give birth to babies, men don't.

Boys don't cry

### **Digital Identity**

It may be constricting to identify exclusively with ideas like region, ethnicity, language, gender, nationality. For, in this increasingly interconnected world, students find themselves at the intersection of many ideas - evolving and fixed, dominant and marginalised. This rainbow of ideas provides an opportunity to appreciate the diversity in the constitution of an individual's identity. But what happens when one is given a chance to construct a digital identity for oneself? Digital platforms and social networking sites arguably provide an individual the choice to portray oneself the way one likes. Do we choose to present our authentic selves or do we prefer to present highly curated versions of ourselves? Do social media posts reflect self-respect and self-love?

### **Identity Formation and Validation in the Digital World**



Through this session, students are expected to realise the ways in which they construct themselves digitally and how that construction is a manifestation of conformity, resistance and/or subversion, of the dominant ideologies. Students should be encouraged to reflect on what exactly they are seeking from engaging with social media. They need to think how the joy of sharing ideas may be different from the egoic need for compulsive validation.

#### **Activities**

Think of the digital filters that you use before sharing your photographs with others. Why do you think you need to do that?

We often feel happy about being validated in the form of 'likes' and positive comments on our social media posts. However, do you feel sad when that does not happen? What could be the possible reason for your mind to have this line of thought?

#### **Digital Identities: Impact on the Self**

The students will carry forward the learnings from the previous session and continue their inquiry in the realm of motivations for curating a digital self and its relation to self-esteem. They would be encouraged to engage in a non-judgemental conversation which would motivate them to inquire whether their digital activities are a result of anxiety which may be emanating from their self-image.

#### **Activities**

Do you think the use of digital filters is disrespectful to your self? Is not using them a source of anxiety for you? Can this have anything to do with your self-esteem?

Think of situations that make you feel sad on social media. Note them down. Do you think not exposing yourself to such a situation is a solution or do you think you also need to locate the issue within yourself?

Try spending a day without doing any activity on social media like posting anything or surfing other people's accounts for their activities. At the end of the day observe how you feel.

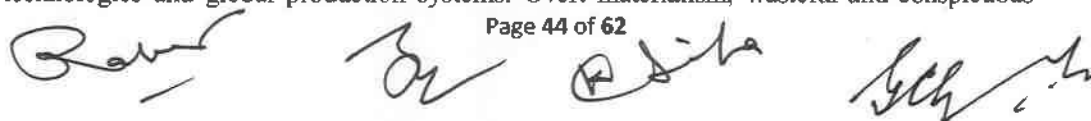
#### **Unit IV**

#### **Lifestyle Choices**

How we choose to live and behave influences our social and emotional wellbeing. In this module we analyse our lifestyle choices relating to material and cultural consumption, relationships and career. Students will be encouraged to inquire whether our everyday choices are based on a culture of passive consumption and conformism. We will seek to explore possibilities of alternative forms of living premised on ethical consumption, altruism, simple and sustainable living.

#### **What Choices Does One Get to Make?**

In this session, the attempt will be to explore the extent to which consumerism impacts our lifestyle choices and the repercussions of these on our natural and social environment. Today we live in an era of mass consumption and consumer culture fostered by advanced technologies and global production systems. Overt materialism, wasteful and conspicuous



consumption unmindful of the larger implications are key aspects of this phenomenon. In this lecture, we explore our lifestyle choices such as our physical image, attire, dietary choices, desire for dream homes and destination weddings. This would be the starting point for a re-imagination of a world based upon choices that would lead to simple and sustainable living.

### **Suggested Activities**

Students may be asked to work through their consumption history right from their childhood. A discussion may then be initiated by asking the students to reflect on their consumption choices and their motives behind the same.

The teacher may identify a few products like tea, coffee, coca-cola, jeans etc and ask the students to trace product histories and geographies.

The students may be asked to discuss a strong desire to possess an object and then deconstruct that desire. Discussion may emphasise upon why they wanted it?

### **Is Choice Influenced? Relationships, Career Choices**

In this lecture, we examine the extent to which lifestyle choices, regarding relationships and career, get influenced and by what factors. Do we really have a choice as regards the career that we intend to pursue? Often factors like family, gender, the need for security and stability influence our choices. Recognizing and mapping the space of freedom and unfreedom with respect to our choices is a necessary life skill that would enable a more self-aware and harmonious living.

### **Activities**

Reflect on an instance where you may have inflicted pain on someone and also think of a moment when you felt someone was insensitive in their conduct of a relationship.

The teacher may divide the class into small groups and hold a discussion on what constitutes a successful career.

Reflect on the various career options available in your society and discuss what you would prefer to pursue and why?

### **Discrimination**

The module is designed to help the learners understand the origin and nature of discrimination and the effects thereof. Discrimination can be on various grounds such as ethnicity, religion, caste, race, gender, disability, or place of birth. One's discriminatory actions can lead to social fragmentation. The module encourages the learners to introspect their actions and seeks to celebrate diversity.

### **Why and How? Forms of Discrimination**

The objective of this lesson is to make learners aware of different forms of discrimination. On the one hand, an individual can be a victim of discrimination, and on the other, the same person

may harbour prejudice or discriminate against others. It is pertinent to understand our own biases and introspect our actions.

### Activities

The teacher can ask students to count their friends who belong to different backgrounds. They can reflect on what they have learned by interacting with these friends.

Ask students to learn about their neighbourhood and document what groups live there, what has been the nature of their relationships.

An exercise on privilege using nothing but wadded up papers and a trash can. Students Learn A Powerful Lesson About Privilege. <https://youtu.be/2KlmvmuxzYE>

### Stress and Its Management

This module is designed to give students an opportunity to articulate the pressures and challenges that one experiences in life. It gives students a chance to spell out how pressure to perform well can become a source of stress. The module is aimed to equip the learners with ways of dealing with disappointments with regard to the choice of career path and with performance related stress. It brings to fore skills of coping with stress and disappointments. It also highlights the role of physical well-being in keeping oneself mentally healthy.

### Career Pressures, Examinations

This lesson is designed to help students have a relook at the challenges and pressures they have recently faced or are facing on account of career choices and examinations. It gives them a space to articulate what they might have faced while making these choices. This lesson also gives them an opportunity to highlight the uncertainties and challenges they foresee in their future lives.

### Activities

The teacher may ask the students to organise themselves in groups of 4-6. Each of the groups have to do a role-play around the themes on career pressures.

Show images of different people and ask the students to quickly jot down impressions. The collective answers serve as a springboard for discussions. Students may learn about their own

biases through this activity.

The teacher may ask the students to identify movies where struggles related to career and performance pressure stand out.

The teacher may ask the students to share their experiences about the following:

- First few months into an academic programmes
- 2 months before examinations
- On the day of examination
- 15 days after examinations get over

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## **Dealing with Disappointments, Coping Skills, Health and Fitness**

This session aims to equip the learners with coping skills to manage stress and deal with disappointments. Furthermore, it makes them aware of the importance of health and fitness for maintaining mental health.

### **Activities**

The teacher can ask the students to write how they come to know they are stressed and what they do when they are stressed? The teacher may engage them in a discussion on coping skills and channelize students' energies into positive ways of resolutions of conflict and stress.

The teacher may ask the students to discuss the lives of high achievers and low achievers and how performance pressures drive their lives. Can they draw similarities and differences in the sources of stresses and how they deal with these stresses?

Ask each of the students to share their daily regime to keep themselves physically fit. The students may also share how each one mentally 'feels/experiences' when one is engaged in physical exercises.

### **Connect with Nature**

This module is designed to strengthen bonds with nature while understanding its intrinsic value as opposed to its instrumental value. Issues of global warming and environmental degradation are the consequences of a disconnect between humans and nature. The aim is to cultivate environmental awareness through virtues of altruistic responsibility, empathy, cohesiveness, and mutual sustainability between nature, flora-fauna, animals and humans. The students may be engaged in activities to build bridges between the inner environment (one's self) and external environment (nature). In this way, they can celebrate oneness with nature and perceive nature not as a means but an end in itself.

### **Sensitivity Towards Other Sentient Beings**

The students, in this session, would participate in group based environmental activities as a way of building social responsibility towards all sentient beings. Any action against even a part of nature impacts the whole. Thus, it is the responsibility of all, to create a safe environment for all sentient beings to live in harmony.

### **Activities**

Students can be encouraged for Nature walks, nature drives, treks and hikes, nature photography, adopting natural spaces in local areas, plantation drives, visiting biodiversity parks, adopting spaces for greening etc.

Visits to animal shelters can be organised to sensitize the students.

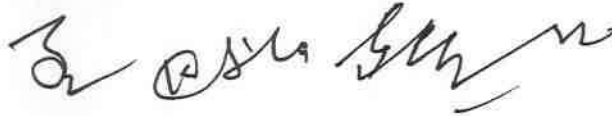
Films can be screened on environmental sustainability, environmental consciousness etc

- Any other Practical/Practice as decided from time to time



### Suggested Readings

- Black, Donna Lord (2022). Essentials of Social and Emotional Learning (SEL). NJ : Wiley.
- Goleman, Daniel (2005). Emotional Intelligence. USA: Bantam.
- Swami Vivekanand. (2016). The complete works of Swami Vivekanand. Advaita Ashrama. (<https://www.ramakrishnavivekanand.info/vivekanand/complete-works.html>)



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## **Course Title - Sports for Life**

### **Course Objectives**

- To imbibe the significance of sports to promote health, fitness and wellness in life.
- To understand the values of teamwork, tolerance, goal-setting and decision making.
- To learn the strategies and tactical moves while playing a sport.
- To understand the importance of physical activity in reference to 3S: strength, speed and suppleness.

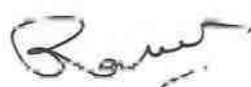
### **Learning Outcomes**

- Acquire values of cooperation, team spirit, determination, and endurance.
- Acquire good health and psychological well-being through sports participation.
- Apply the decision making-ability and goal-setting skills acquired through sports participation in everyday life.
- Acquire skills for engaging in moderate or vigorous physical activity and sports participation.
- Reduce exposure to screen time on electronic gadgets and channelising energy through sports participation.

### **Syllabus of Sports for Life**

<b>Unit I: Rules and Techniques</b>
<b>Concept</b> <ul style="list-style-type: none"><li>● Rules of the Sport</li><li>● Techniques / skills in the sport/ Aerobic Skills</li></ul> <b>Practical</b> <ul style="list-style-type: none"><li>● Marking of the court / field</li><li>● Outdoor Adventure Activity</li><li>● Skills learning in sports</li><li>● Group Games / Relays</li><li>● Participation in Intramural competitions</li></ul>



<b>Unit II: Components of Fitness</b>
<p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Meaning and Development of Strength, Speed, Endurance, Flexibility and Coordinative Abilities.</li> </ul> <p><b>Practical</b></p> <ul style="list-style-type: none"> <li>• Skills learning and Participation in sports</li> <li>• Group Games / Relays / Minor games</li> <li>• Participation in Intramural competitions</li> </ul>
<b>Unit III: Benefits of sports and physical activity</b>
<p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Effect of exercise on the body</li> <li>• Organizing of a sports competition</li> <li>• Balanced Diet</li> </ul> <p><b>Practical</b></p> <ul style="list-style-type: none"> <li>• Skills learning and participation in sports</li> <li>• Group Games, / Relays / Step Aerobics</li> <li>• Participation in Intramural competitions</li> </ul>
<b>Unit IV: Sports in Contemporary Times</b>
<p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Honours and Awards associated with sports and sportspersons</li> </ul> <p><b>Practical</b></p> <ul style="list-style-type: none"> <li>• Skills learning and Participation in sports</li> <li>• Participation in Intramural competitions</li> </ul>

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### Note

- The concepts are to be dealt with during the practical/practice classes.
- The list of suggestive sports: Aerobics and Physical Activity, Athletics, Archery, Badminton, Basketball, Boxing, Chess, Carrom, Cricket, Football, Handball, Hockey, Kabaddi, Kho-Kho, Swimming, Shooting, Squash, Table-Tennis, Tennis, Taekwando, Volleyball, Wushu, Wrestling etc.

### Suggested Readings

- James R Morrow Jr., Dale P. Mood, James G. Disch, Minsoo Kang - Measurement and Evaluation in Human Performance-Human Kinetics Publishers (2015)
- W.Larry Kenney, Jack H. Wilmore, Devid L.Costil.(2015). Physiology of Sports and Exercise, Second Edition. USA.Human Kinetics.
- Wener W.K. Hoeger, Sharon A. Hoeger - Fitness and Wellness-Cengage Learning (2014).
- Kansal DK (2012).A practical approach to Measurement Evaluation in Physical Education &Sports selection. Sports & Spiritual Science Publications, New Delhi.
- Websites of International Sports Federations, Ministry of Youth Affairs and Sports Govt. Of India.



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## **Course Title - Swachh Bharat**

### **COURSE OBJECTIVES:**

- To understand the developmental challenges with reference to sanitation infrastructure and practices.
- To build values of cleanliness, hygiene and waste management in diverse socio-economic contexts.
- To understand planning of social policy and programmes.
- To use waste management techniques at community level.
- To instill a sense of service towards society and the Nation. **LEARNING OUTCOMES:**

- Understanding the significance of the Swachh Bharat Abhiyan.
- Ability to analyse 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

### **Syllabus of Swachh Bharat**

#### **Unit I: Introduction to Swachh Bharat Abhiyan**

- Gandhian philosophy of Cleanliness
- Swachh Bharat Abhiyan (SBA)
- Hygiene, Sanitation & Sustainable Waste Management
- Agencies and nodal Ministries for SBA
- Different phases of the SBA and its evaluation
- Citizens' Responsibilities: Role of *Swacchagrahi*

#### **Unit II: Swachh Bharat: Rural and Urban Facets**

- Indicators for Swachh Bharat
- Rural
  - ❖ Sanitation coverage across households (2014 vs. 2022)
  - ❖ Open Defecation Free (ODF) Villages: Parameters
  - ❖ ODF plus model: Key indicators
- Urban
  - ❖ Sustainable sanitation
  - ❖ Waste/water and solid waste management
  - ❖ Garbage Free Cities

#### **Unit III: Prospects and Challenges**

- Attitudes and Perceptions
- Operational and Financial issues
- Monitoring & Supervision
- Community Mobilization



## Practical/ Practice Component

### Suggested Activities: List of activities to be undertaken:

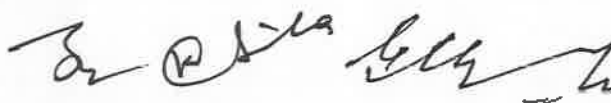

- Identify plastic and e-waste in and around the institution and suggest innovative technologies to minimize wastage.
- Identify events/fests that generate maximum waste and ways to minimize it.
- Visit canteen/shops and track the lifecycle of wet/dry waste in and around the institution and document the findings in the form of a Project Report.
- Conduct interviews of stakeholders to understand the level of awareness.
- Conduct a Clean Audit of the Institution and identify areas for action.
- Conduct cleanliness drives.
- Organise Swachhata Pakhwada meetings, rallies, and mobilization camps within the identified communities.
- Students may participate in the Swachh Bharat Internship programme.
- If required, students can share their experiences in the form of a Project Report.
- Any other Practical/Practice as decided from time to time

### Essential Readings

- "Swachh Bharat Mission - Gramin, Department of Drinking Water and Sanitation, Ministry of Jal Shakti"
- India 2021, Ministry of Information & Broadcasting
- <http://swachhbharatmission.gov.in/SBMCMS/swachhta-pakhwada.htm>
- <https://swachhbharatmission.gov.in/SBMCMS/about-us.htm>
- [https://www.communityledtotalsanitation.org/sites/communityledtotalsanitation.org/files/ODF\\_verification\\_checklist.pdf](https://www.communityledtotalsanitation.org/sites/communityledtotalsanitation.org/files/ODF_verification_checklist.pdf)
- <https://sbm.gov.in/phase2dashboard/PhaseII/NationDashboard.aspx>
- <https://www.niti.gov.in/sites/default/files/2019-08/Report%20of%20Sub-Group%20of%20Chief%20Ministers%20on%20Swachh%20Bharat%20Anhiyaan.pdf>

### Suggested Readings

- <https://swachhbharatmission.gov.in/SBMCMS/writereaddata/Portal/Images/pdf/brochure/Greywatermanagement.pdf>
- [https://swachhbharatmission.gov.in/SBMCMS/writereaddata/Portal/Images/pdf/brochure/PWMB5\\_28th\\_June.pdf](https://swachhbharatmission.gov.in/SBMCMS/writereaddata/Portal/Images/pdf/brochure/PWMB5_28th_June.pdf)
- GoI (2020). Swachh Bharat Mission (Gramin) Phase 2: Operational guidelines. Department of Drinking Water and Sanitation, Ministry of Jalshakti.
- MoHUA (2017). Guidelines for Swachh Bharat Mission - Urban (PDF). Ministry of Housing and Urban Affairs, Government of India.



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## Course Title - Vedic Mathematics

### Course Objectives:

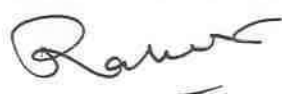
- Foster love for maths and remove its fear through Vedic Mathematics
- Enhance computation skills in students through Vedic Mathematics
- Develop logical and analytical thinking
- Promote joyful learning of mathematics
- Discuss the rich heritage of mathematical temper of Ancient India

### Learning Outcomes:

- Overcome the fear of maths
- Improved critical thinking
- Familiarity with the mathematical underpinnings and techniques
- Ability to do basic maths faster and with ease.
- Appreciate the Mathematical advancements of Ancient India.

### Syllabus of Vedic Mathematics

<b>Unit I: Vedic Maths- High Speed Addition and Subtraction</b>
<ul style="list-style-type: none"><li>• Vedic Maths: History of Vedic Maths and its Features</li><li>• Vedic Maths formulae: <i>Sutras</i> and <i>Upsutras</i></li><li>• Addition in Vedic Maths: Without carrying, Dot Method</li><li>• Subtraction in Vedic Maths: <i>Nikhilam Navatashcaramam Dashatah</i> (All from 9 last from 10)</li><li>• Fraction –Addition and Subtraction</li></ul>
<b>Unit II: Vedic Math - Miracle Multiplication and Excellent Division</b>
<ul style="list-style-type: none"><li>• Multiplication in Vedic Maths: Base Method (any two numbers upto three digits)</li><li>• Multiplication by <i>Urdhva Tiryak Sutra</i></li><li>• Miracle multiplication: Any three-digit number by series of 1's and 9's</li><li>• Division by <i>Urdhva Tiryak Sutra</i> (Vinculum method)</li></ul>
<b>Unit III: Vedic Maths-Lightening Squares and Rapid Cubes</b>
<ul style="list-style-type: none"><li>• Squares of any two-digit numbers: Base method</li><li>• Square of numbers ending in 5: <i>Ekadhikena Purvena Sutra</i></li><li>• Easy square roots: <i>Dwandwa Yoga</i> (duplex) <i>Sutra</i></li><li>• Square root of 2: <i>Baudhayana Shulbasutra</i></li><li>• Cubing: <i>Yavadunam Sutra</i></li></ul>
<b>Unit IV: Vedic Maths-Enlighten Algebra and Geometry</b>



- Factoring Quadratic equation: *Anurupyena, Adyamadyenantyamantya Sutra*
- Concept of *Baudhayana* (Pythagoras) Theorem
- Circling a square: *Baudhayana Shulbasutra*
- Concept of pi: *Baudhayana Shulbasutra*
- Concept angle ( $\theta$ )  $0^\circ, 30^\circ, 45^\circ, 60^\circ$  and  $90^\circ$ : *Baudhayana number*

**Note:** Some of the theoretical concepts would be dealt with during practice hours.

### Practical/ Practice Component

he students are expected to demonstrate the application of Vedic Maths: *Sutra and Upsutra*

- Conduct workshops under the supervision of the course teacher to spread awareness on the utility of Vedic Mathematics.
- Students are required to visit nearby retail shops/local vendors to purchase stationery/vegetables/bread and butter and use tricks of Vedic maths of addition and subtraction to calculate the amount to pay and receive the difference.
- Students may share their experience with the class teacher in the form of audio-video presentations of 15 minutes.
- If required, students can share their experiences in the form of a Project Report.
- Any other Practical/Practice as decided from time to time

### Essential Readings

- The Essential of Vedic Mathematics, Rajesh Kumar Thakur, *Rupa Publications*, New Delhi 2019.
- Vedic Mathematics Made Easy, Dahaval Bathia, *Jaico Publishing*, New Delhi 2011
- Vedic Mathematics: Sixteen Simple Mathematical formulae from the Vedas, Jagadguru Swami Sri Bharati Krishna Trithaji, *Motilal Banarasidas*, New Delhi 2015.
- Learn Vedic Speed Mathematics Systematically, Chaitnaya A. Patil 2018.

### Suggested Readings

- A Modern Introduction to Ancient Indian Mathematics, T S Bhanumurthy, Wiley Eastern Limited, New Delhi
- Enjoy Vedic Mathematics, S M Chauthaiwale, R Kollaru, The Art of Living, Bangalore
- Magical World of Mathematics, VG Unkalkar, Vandana publishers, Bangalore

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## Course Title - Yoga: Philosophy and Practice

### Course Objectives

- To learn the fundamentals of Yoga for harmonising the body, mind and emotions.
- To demonstrate the value and the practice of holistic living.
- To value the heritage of Yoga for self and society.

### Learning Outcomes

- Understanding ways to harmonise the body and mind through Yoga.
- Disciplining the mind through practicing Yoga.
- Understanding of consciousness through practical training.

### Syllabus of Yoga: Philosophy and Practice

<b>Unit I: Yoga: Asana, Prāṇāyāma and Dhyana</b>
<ul style="list-style-type: none"><li>• History of Yoga</li><li>• Significance of Asana</li><li>• Effect of Prāṇayama</li><li>• Importance of <i>Dhyana</i></li></ul>
<b>Unit II: Patanjali's Yogasūtra and Chakra</b>
<ul style="list-style-type: none"><li>• Patanjali's Yogasūtra: a summary</li><li>• First sutra</li><li>• Second sutra</li><li>• <i>Chakras</i> (psychic centres)</li></ul>
<b>Unit III: Understanding Asana and Pranayama</b>
<ul style="list-style-type: none"><li>• Asana: the basics</li><li>• <i>Surya Namaskara</i></li><li>• <i>Nadishodhana Prāṇayama</i></li></ul>

### Practical/ Practice Component

- Surya Namaskar
- Selected Asana
- *Prāṇayama*
- Relaxation exercises for the eyes (7 steps) neck (4 steps)
- Concentration on *Bhramadhya*

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- Project Work (effect of everyday concentration on breath for 15 minutes: reflections to be compiled in the form of a Project report.
- Any other Practical/Practice as decided from time to time

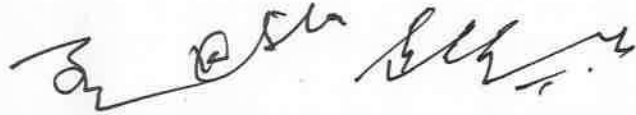
#### Essential Readings

- Āsanās, Prāṇāyāma and Mudra Bandh , Swami SatyanandaSaraswati, Yoga Publications Trust, Munger, Bihar, India, 2004.
- Patanjali Yogasutras, Commentary by Swami Vivekanand, Rajyoga

#### Suggested Readings

- PatanjaliYog Pradeep- Swami OmanandSaraswati, Gita Press, Gorakhpur, 2013.
- Science of Pranayama-Swami Sivananda, Edition by David De Angellis, 2019, All Rights Reserved.
- Udayveer Shastri Granthavali,4, Patanjali- Yoga Darshanam, Udayavir Shastri, Govindram Hasanand, Delhi 6.





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## Course Title - भारतीय भक्ति परंपरा और मानव मूल्य

### COURSE OBJECTIVES

- 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।

Unit I: भारतीय भक्ति परंपरा

*Ravi*

*Dr. @ Sh. S. S. S. S.*

भक्ति: अर्थ और अवधारणा भक्ति के विभिन्न संप्रदाय और सिद्धांत भारत की सांस्कृतिक एकता और भक्ति भक्ति का अखिल भारतीय स्वरूप
Unit II: भारत के कुछ प्रमुख भक्त और उनके विचार
संत तिरुवल्लवर , आण्डाल, अक्कमहादेवी, ललयद , मीराबाई, तलसीदास , कबीरदास, रैदास, गुरु नानक, सरदास , जायसी, तकाराम , नामदेव, नरसिंह मेहता, वेमना, कं चन , नम्बियार, चैतन्य महाप्रभ, चंडीदास, सारला दास, शंकरदेव
Unit III: मानव मूल्य और भक्त
मानव मूल्य का अर्थ चयनित भक्त कवियों की जीवन मूल्यपरक कविताएँ

### Practical/ Practice Component

- पाठ्यक्रम में उल्लिखित कवियों में से किसी एक कवि की रचनाओं में विभिन्न मानव मूल्यों के आधार पर प्रोजेक्ट
- वर्तमान समय में भक्ति की प्रासंगिकता को समझना; सर्वे और साक्षात्कार पद्धति के आधार पर.
- जीवन में मानव मूल्यों के प्रतिपालन पर सर्वे और साक्षात्कार के आधार पर एक रिपोर्ट बनाना.
- उल्लिखित कवियों में से किसी एक कवि से संबंधित किसी मठ, आश्रम या मंदिर आदि, अथवा कोई फिल्म/ डॉक्यूमेंट्री के आधार पर रिपोर्ट बनाना.
- आवश्यक हो, तो छात्र प्रोजेक्ट रिपोर्ट के रूप में अपने अनभव साझा करेंगे
- Any other Practical/Practice as decided from time to time

### Essential Readings

- 'भक्ति का उद्भव और विकास तथा वैष्णव भक्ति के विविध रूप', भारतीय साहित्य का समेकित इतिहास, संपादक- डॉ नगेंद्र, हिंदी माध्यम कार्यान्वयन निदेशालय, दिल्ली विश्वविद्यालय, दिल्ली, पृष्ठ संख्या 215-250
- कुछ प्रमुख कवियों के चयनित पद
- 'भक्ति आंदोलन और भक्ति काव्य', शिव कुमार मिश्र, अभिव्यक्ति प्रकाशन, इलाहाबाद, 1994
- 'मानव मूल्य और साहित्य', डॉ धर्मवीर भारती, भारतीय ज्ञानपीठ, नई दिल्ली, 1999 Suggested Readings:
- 'भक्ति के आयाम', डॉ. पी. जयरामन, वाणी प्रकाशन, नई दिल्ली
- 'हिंदी साहित्य का इतिहास', आचार्य रामचंद्र शुक्ल, लोक भारती प्रकाशन, इलाहाबाद

*Ram*


*Shiv Kumar Mishra*

*Dr. P. Jayaraman*



● 'मध्यकालीन हिंदी काव्य का स्त्री पक्ष', डॉ. पनमू कुमारी, अनामिका पब्लिशर्स एंड डिस्ट्रीब्यूटर्स, नई दिल्ली

● 'मध्यकालीन हिंदी भक्ति काव्य: पनु मूलमूयांकन के आयाम', डॉ. पनमू कुमारी, अनामिका पब्लिशर्स एंड डिस्ट्रीब्यूटर्स, नई दिल्ली



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## Course Title - सृजनात्मक लेखन के आयाम

### पाठ्यक्रम का उद्देश्य (Course Objectives):

1. सृजनात्मक और भाषायी कौशल का संक्षिप्त परिचय कराना
2. विचारों का प्रभावी प्रस्तुति करण करना
3. सृजनात्मक चिंतन और लेखन क्षमता को विकसित करना
4. मीडिया लेखन की समझ विकसित करना पाठ्यक्रम अध्ययन के परिणाम

### (Learning Outcomes):

1. सृजनात्मक चिंतन और लेखन क्षमता का विकास हो सके गा
2. लेखन और मौखिक अभिव्यक्ति की प्रभावी क्षमता विकसित हो सके गी
3. मीडिया लेखन की समझ विकसित होगी
4. विद्यार्थी में अपने परिवेश, समाज तथा राष्ट्र के प्रति संवेदनशीलता का विकास होगा

### Syllabus: सृजनात्मक लेखन के आयाम

इकाई - 1 (Unit I): सृजनात्मक लेखन <ul style="list-style-type: none"><li>● सृजनात्मक लेखन: अर्थ, स्वरूप और बोध</li><li>● सृजनात्मक लेखन और परिवेश</li><li>● सृजनात्मक लेखन और व्यक्तित्व निर्माण</li></ul>
इकाई - 2 (Unit II): सृजनात्मक लेखन : भाषिक संदर्भ <ul style="list-style-type: none"><li>● भाव और विचार का भाषा में रूपान्तरण</li><li>● साहित्यिक भाषा की विभिन्न छवियाँ</li><li>● प्रिंट तथा इलेक्ट्रॉनिक माध्यमों की भाषा का अंतर</li></ul>
इकाई 3 (Unit III): सृजनात्मक लेखन - विविध आयाम

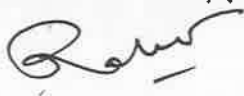
- कविता, गीत, लघु कथा
- हास्य - व्यंग्य लेखन,
- पल्लवन, संक्षेपण, अनूच्छेद

#### Practical/ Practice Component

- कक्षा में प्रत्येक विद्यार्थी द्वारा 'मेरी पहली रचना' शीर्षक से किसी भी विधा में लेखन
- किसी भी साहित्यिक रचना का भाषा की दृष्टि से विश्लेषण
- इकाई- 3 में उल्लिखित विधाओं में विद्यार्थियों द्वारा लेखन एवं सामूहिक चर्चा
- प्रत्येक इकाई से संबंधित परियोजना कार्य: ० समसामयिक विषयों पर किसी भी विधा में लेखन - बदलते जीवन मूल्य, महामारी, राष्ट्र निर्माण में छात्र की भूमिका, युवाओं के कर्तव्य, पर्यावरण संरक्षण, लोकतन्त्र में मीडिया की भूमिका, ऑनलाइन शॉपिंग अथवा अन्य समसामयिक विषय ० किसी उत्सव, मेला, प्रदर्शनी, संग्रहालय और किसी दर्शनीय स्थल का भ्रमण तथा उस पर परियोजना कार्य
- प्रिंट माध्यम के खेल, राजनीति, आर्थिक और फिल्म जगत आदि से जुड़ी सामुदायिक भाषा की दृष्टि से विवेचन
- इलेक्ट्रॉनिक माध्यम के समाचार, धारावाहिक, विज्ञापन आदि का भाषा की दृष्टि से विवेचन
- आवश्यक हो, तो छात्र प्रोजेक्ट रिपोर्ट के रूप में अपने अनभव साझा करें
- Any other Practical/Practice as decided from time to time अनिवार्य पाठ

#### (ESSENTIAL READINGS)

- लेखन एक प्रयास, हरीश चन्द्र काण्डपाल




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**Proposed Course Structure for 4 Year Undergraduate Programme under CBCS System**

**Ability Enhancement Courses (AEC)**

**Semester – I (AEC- 1)**

<b>Science</b>	<b>Social Science/Arts</b>	<b>Commerce</b>
• MIL	• MIL	• MIL

**Semester – II (AEC- 2)**

<b>Science</b>	<b>Social</b>	<b>Commerce</b>
• Environmental Science	• Environmental Science	• Environmental Science

**Semester – III (AEC- 3)**

<b>Science</b>	<b>Social</b>	<b>Commerce</b>
• Course on Disaster Risk Management	• Course on Disaster Risk Management	• Course on Disaster Risk Management

**Semester – IV (AEC- 4)**

<b>Science</b>	<b>Social Science/Arts</b>	<b>Commerce</b>
• Course on NCC/NSS/NGO's/Social Service/Scout & Guide/Sports	• Course on NCC/NSS/NGO's/Social Service/Scout & Guide/Sports	• Course on NCC/NSS/NGO's/Social Service/Scout & Guide/Sports

**List of Ability Enhancement Course (AEC)**

SL. NO.	Course Title	LTP Distribution of the Course			Total Credits:	Total Marks = 100
		L	T	P		
1	MIL (Semester – I)	2	1	0	2	<b>End -Term Appraisal : 70 Marks</b>
2	Environmental Science (Semester – II)	2	1	0	2	
3	Course on Disaster Risk Management (Semester – III)	2	1	0	2	
4	Course on NCC/NSS/NGO's/Social Service/Scout & Guide/Sports (Semester – IV)	2	1	0	2	<b>Internal Assessment: 30 Marks</b>

*[Handwritten signatures]*

### Ability Enhancement Course (AEC)

<b>Science</b>	<b>Social Science/Arts</b>	<b>Commerce</b>
• MIL	• MIL	• MIL

Course Learning Objectives:

Syllabus:

- Theory of Communication
- Types and modes of Communication
- Effective Communication/ Mis- Communication
- Barriers and Strategies

- Verbal and Non-verbal (Spoken and Written)
- Personal, Social and Business
- Intra-personal, Inter-personal and Group communication

- Dialogue
- Group Discussion
- Interview
- Public Speech
- Role Play/Extempore Presentations

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#### 4. Reading and Understanding

- Close Reading
- Comprehension, Analysis and Interpretation
- Summary Paraphrasing Translation (from Indian language to English and vice-versa)
- Literary/Knowledge Texts

#### 5. Writing Skills

- Making notes
- Documenting
- Report Writing
- Writing Letters - job applications, CV and Resume
- Academic Writing
- Writing a Proposal

#### Readings:

1. Fluency in English - Part II, Oxford University Press, 2006.
2. Business English, Pearson, 2008.
3. Language, Literature and Creativity, Orient Blackswan, 2013.
4. 4. Language through Literature (forthcoming) ed. Dr. Gauri Mishra, Dr Ranjana Kaul, Dr Brati Biswas

#### REMEDIAL ENGLISH

##### Learning Objectives:

English language skills – reading, writing, speaking and listening – are fundamental in constructing knowledge in all academic disciplines, succeeding in the world of work, and making sense of everyday life. The standards and benchmarks enlisted in this syllabus can help students adapt to the continually changing world of communication and develop a global outlook.

Through this course the students will be able to acquire the following set of literacy standards/ skills and implement them as working strategies: 1. Will engage in and gain basic proficiency in reading and comprehension 2. Will speak to a) inform b) describe c) explain d) persuade. The style and vocabulary will be at the beginners' level. 3. Make use of the grammar, syntax and tone of speech at the preliminary level. 4. Will read a variety of materials to facilitate comprehension. 5. Will understand the elements of grammar and its functions in a text. 6. Employ reading strategies such as scanning, selecting and summarising at the preliminary level. 7. Learn types of sentences – statement, question, exclamation, affirmative and negative. 8. Will gain and demonstrate basic competence in speaking, reading and writing.

Syllabus:

READING

1. Simple comprehension texts of description, narration, information, explanation and persuasion based on higher order thinking skills.
2. Contextualised grammar focus.
3. Vocabulary – basic synonyms and antonyms.

GRAMMAR

1. Parts of speech
2. Transformation of parts of speech
3. Nouns – gender and number; Countable and uncountable nouns
4. Verbs and tenses
5. Use of auxiliaries
6. Agreement of verb with subject
7. Use of articles
8. Use of adjectives and adverbs
9. Use of selected prepositions
10. Affirmative, negative and interrogative sentences
11. Question tags
12. Phrasal verbs
13. Direct and indirect narration

ENGLISH: ACADEMIC WRITING

Learning Objectives:

The syllabus aims to develop a critical and informed response to a range of texts/extracts, the skills of summarization and condensation, the skills of comprehension, the skills of analysis, synthesis and evaluation of content, correct usage and application of vocabulary.

Syllabus:

1. Features of Argumentative/Persuasive Writing

Reading and General Understanding

Writing practice: identifying arguments, counterarguments, non-arguments refuting arguments, style of persuasion, organizing an argumentative essay

Grammar Focus: Use of conjunctions as connectors, conditionals, noun clauses

2. Features of Comparison and Contrast Essay

Reading and General Understanding

Writing Practice: developing a comparison-contrast structure

Grammar Focus: Clauses for comparison, contrast, concession, transitions

3. Features of Literary Analysis

Reading and General Understanding



Writing Practice: plot devices, themes, symbols, figures of speech, tone, mood, style, organizing discourse structure

Grammar Focus: Conditional Sentences

#### 4. Planning an Academic Essay

Writing Practice: discourse structure, essay-outline, paragraph-sequence, using citation.

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## Semester – II (AEC- 2)

Science	Social Science/Arts	Commerce
• Environmental Science	• Environmental Science	• Environmental Science

### Unit 1: Introduction to environmental studies

- Multidisciplinary nature of environmental studies
- Scope and importance; Concept of sustainability and sustainable development.

### Unit 2: Ecosystems

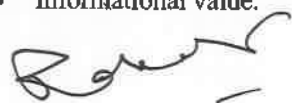
- What is an ecosystem?
- Structure and function of ecosystem;
- Energy flow in an ecosystem: food chains, food webs and ecological succession.
- Case studies of the following ecosystems:
  - a) Forest ecosystem
  - b) Grassland ecosystem
  - c) Desert ecosystem
  - d) Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries)

### Unit 3: Natural Resources: Renewable and Non – renewable Resources

- Land resources and land-use change; Land degradation, soil erosion and desertification.
- Deforestation: Causes and impacts due to mining, dam building on environment, forests, biodiversity and tribal populations.
- Water: Use and over – exploitation of surface and ground water, floods, droughts, conflicts
- Over water (international & inter-state), Dams – benefits and problems.
- Food resources: World food problems, changes caused by agriculture and over-grazing, effects
- of modern agriculture, fertilizer-pesticide problems, waterlogging, salinity.
- ☐ Energy resources: Renewable and non-renewable energy sources, use of alternate energy
- sources, growing energy needs, case studies

### Unit 4: Biodiversity and Conservation

- Levels of biological diversity: genetic, species and ecosystem diversity; Bio-geographic zones of India; Biodiversity patterns and global biodiversity hotspots.
- India as a mega-biodiversity nation; Endangered and endemic species of India, threats to biodiversity: Habitat loss, poaching of wildlife, man-wildlife conflicts, biological invasions.
- ☐ Conservation of biodiversity: In – situ and Ex – situ conservation of biodiversity.
- ☐ Ecosystem and biodiversity services: Ecological, economic, social, ethical, aesthetic and
- Informational value.



#### **Unit 5: Environmental Pollution**

- Environmental pollution: types, causes, effects and controls; Air, water, soil and noise pollution
- Nuclear hazards and human health risks
- Solid waste management: Control measures of urban and industrial waste.
- Pollution case studies

#### **Unit 6: Environmental Policies & Practices**

- Climate change, global warming, ozone layer depletion, acid rain and impacts on human communities and agriculture
- Environment Laws: Environment Protection Act; Air (Prevention & Control of Pollution) Act; Water (Prevention and control of Pollution) Act; Wildlife Protection Act; Forest Conservation Act. International agreements: Montreal and Kyoto protocols and Convention on Biological Diversity (CBD).
- Nature reserves, tribal populations and rights, and human wildlife conflicts in Indian context.

#### **Unit 7: Human Communities and the Environment**

- Human population growth: Impacts on environment, human health and welfare.
  - Resettlement and rehabilitation of project affected persons; case studies.
- Disaster management: floods, earthquake, cyclones and landslides.
- Water conservation, rain water harvesting, watershed management.
- Wasteland reclamation.
- Environmental movements: Chipko, Silent valley, Bishnois of Rajasthan.
- Environmental ethics: Role of Indian and other religions and cultures in environmental conservation.

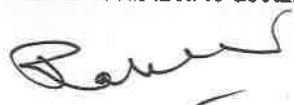
#### **1. Visit to local polluted site (any one)**

- a) Urban: Identify the major sources of air pollution in a city or town of North Bengal region.
- b) Rural: Analyse the major sources of organic pollution in villages and adjoining agricultural fields.
- c) Industry: Prepare a list of the large and medium industries in and around your college are and the probable pollutants they may produce.

#### **2. Study of flora and fauna (any one)**

- a) Prepare a list of the economic plants available in the college block.
- b) List the birds sighted and found nesting at the college campus and its surroundings with the season of their occurrence.
- c) Record insects associated with any common crop/grassland/tree of the college area with an idea of their habitat.

#### **3. Visit to local area to document environmental assets (any one):**



- a) Trip to any riverine system of Terai or the dooars: comment on the direction, volume and quality of water, flowing as observed.
- b) Record the nature of vegetation/forest type/land use pattern at the site of visit.
- c) Analyse the cause of deforestation and landslide on hill slope, if sighted.

4. Study of ecosystems. (any one)

- a) Pond: water parameters – turbidity, pH, producers (phyto and zooplanktons) and related consumers (fishes and birds).
  - b) Grassland on hill slope: producers (plants), insects, consumers (birds, mammals, reptiles etc.)
  - c) Forest: practical concept of forest type, stories, dominant trees and sub – dominant vegetation, observed and reported major herbivores and carnivores in a forest ecosystem.
5. Submission of a field work (covering the above practical works undertaken)

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### Semester – III (AEC- 3)

Science	Social Science/Arts	Commerce
• Course on Disaster Risk Management	• Course on Disaster Risk Management	• Course on Disaster Risk Management

#### Learning Objectives:

The course is intended to provide a general concept in the dimensions of disasters caused by nature beyond the human control as well as the disasters and environmental hazards induced by human activities with emphasis on disaster preparedness, response and recovery.

#### Introduction on Disaster Different Types of Disaster :

A) Natural Disaster: such as Flood, Cyclone, Earthquakes, Landslides etc.

B) Man-made Disaster: such as Fire, Industrial Pollution, Nuclear Disaster, Biological Disasters, Accidents (Air, Sea, Rail & Road), Structural failures (Building and Bridge), War & Terrorism etc. Causes, effects and practical examples for all disasters.

#### Risk and Vulnerability Analysis :

1. Risk : Its concept and analysis
2. Risk Reduction
3. Vulnerability : Its concept and analysis
4. Strategic Development for Vulnerability Reduction

#### Disaster Preparedness and Response Preparedness:

1. Disaster Preparedness: Concept and Nature
2. Disaster Preparedness Plan
3. Prediction, Early Warnings and Safety Measures of Disaster.
4. Role of Information, Education, Communication, and Training.
5. Role of Government, International and NGO Bodies.
6. Role of IT in Disaster Preparedness
7. Role of Engineers on Disaster Management.

#### Response

1. Disaster Response: Introduction
2. Disaster Response Plan
3. Communication, Participation, and Activation of Emergency Preparedness Plan

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4. Search, Rescue, Evacuation and Logistic Management
5. Role of Government, International and NGO Bodies
6. Psychological Response and Management (Trauma, Stress, Rumor and Panic)
7. Relief and Recovery
8. Medical Health Response to Different Disasters
10. Role of Educational Institute.

**Rehabilitation, Reconstruction and Recovery**

1. Reconstruction and Rehabilitation as a Means of Development.
2. Damage Assessment
3. Post Disaster effects and Remedial Measures.
4. Creation of Long-term Job Opportunities and Livelihood Options,
5. Disaster Resistant House Construction
6. Sanitation and Hygiene
7. Education and Awareness,
8. Dealing with Victims' Psychology,
9. Long-term Counter Disaster Planning

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4. Search, Rescue, Evacuation and Logistic Management
5. Role of Government, International and NGO Bodies
6. Psychological Response and Management (Trauma, Stress, Rumor and Panic)
7. Relief and Recovery
8. Medical Health Response to Different Disasters
10. Role of Educational Institute.

Rehabilitation, Reconstruction and Recovery

1. Reconstruction and Rehabilitation as a Means of Development.
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5. Disaster Resistant House Construction
6. Sanitation and Hygiene
7. Education and Awareness,
8. Dealing with Victims' Psychology,
9. Long-term Counter Disaster Planning

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**Semester – IV (AEC- 4)**

Science	Social Science/Arts	Commerce
• Course on NCC	• Course on NCC	• Course on NCC

**Learning Objectives:**

The course aims to :

- Provide knowledge about the history of NCC, its organization, and incentives of NCC for their career prospects.
- Inculcate spirit of duty and conduct in NCC cadets.
- Provide understanding about different NCC camps and their conducts.
- Provide understanding about the concept of national integration and its importance.
- Provide understanding about the concept of self-awareness and emotional intelligence.
- Provide understanding about the concept of critical & creative thinking.
- Provide understanding about the process of decision making & problem solving.
- Provide understanding about the concept of team and its functioning.
- Provide understanding about the concept and importance of Social service.

**Learning Outcomes:**

After completing this course, the cadets will be able to: -

- Understand the basic concept of NCC.
- Respect the diversity of different Indian culture.
- Practice togetherness, teamwork and empathy in all walks of their life.
- Do their own self-analysis and will work out to overcome their weakness for better performance in all aspects of life.
- Critically think and analyse.

**Medium of Instruction:** Hindi and English

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## Syllabus of NCC-I

<b>Unit I: NCC General 4 Lectures</b>
<i>Subtopics:</i> <ul style="list-style-type: none"><li>• Aims, Objectives and Organization of NCC</li><li>• Incentives for NCC Cadets</li><li>• Duties of NCC Cadets</li><li>• NCC Camps: Types and Conduct</li></ul>
<b>Unit II: National Integration</b>
<i>Subtopics:</i> <ul style="list-style-type: none"><li>• National Integration: Importance and Necessity</li><li>• Factors affecting National Integration</li><li>• Unity in Diversity</li><li>• Threats to National Security</li></ul>
<b>Unit III: Personality Development</b>
<i>Subtopics:</i> <ul style="list-style-type: none"><li>• Factors</li><li>• Self-Awareness</li><li>• Empathy</li><li>• Critical and Creative Thinking</li><li>• Decision Making and Problem Solving</li></ul>
<b>Unit IV: Social Service and Community Development</b>
<i>Subtopics:</i> <ul style="list-style-type: none"><li>• Basics of Social Service</li><li>• Rural Development Programmes</li><li>• NGO's</li><li>• Contribution of Youth</li></ul>

### Practical/Practice Component

- Drill
- Field Craft & Battle Craft
- Map Reading
- Weapon Training
- Social Service & Community Development
- Any other Practical/Practice as decided from time to time





**Suggested Readings:**

- DGNCC Cadet's Hand Book - Common Subjects -All Wings (in English)
- DGNCC Cadet's Hand Book - Common Subjects -All Wings ( in Hindi)
- DGNCC Cadet's Hand Book – Specialised Subjects –Army, Navy and Air Wing

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To,

**The Principal Secretary**  
Raj Bhawan, Bihar, Patna

**Sub: Regarding submission of proposed course structure and uniform syllabus of History for 3<sup>rd</sup> to 8<sup>th</sup> Semester of 4-Year undergraduate.**

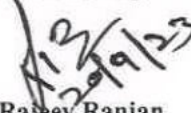
**Ref: Letter No.- BSU(UGC)-02/2023-1457/GS (1) Dated 14.09.2023**

Sir,

In Compliance with your Letter No.-BSU(UGC)-02/2023-1457/GS (1) Dated 14.09.2023 followed by above mentioned letter no., we are submitting the proposed course structure and syllabus of History for 3<sup>rd</sup> to 8<sup>th</sup> Semester of 4-Year undergraduate course system as per UGC regulations.


  
Dr. Radha Govind Singh

Head, P.G. Dept. of History  
VKSU, Ara

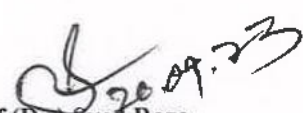
  
Prof. Rajeiv Ranjan


Dept. of History  
Patliputra University, Patna

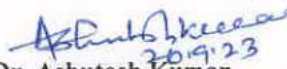
Yours faithfully


  
Prof.(Dr.) Nripendra Kumar  
Shriastava

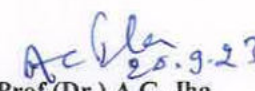
Professor & Head, Deptt. of  
History  
Magadh University

  
Prof.(Dr.) Syed Raza  
Professor & Head  
Jai Prakash University, Chapra


  
Professor Amar Kant Singh  
Prof. in Charge  
Murarka College, Sultanganj  
(Bhagalpur)

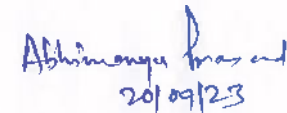
  
Dr. Ashutosh Kumar  
Prof. in Charge  
B. N. M. College, Barahia  
(MUNG. UNIV.)

  
Dr. Ratnesh Aman  
Associate Professor,  
Nalanda College, Bihar Sharif  
(Nalanda) PDU, PATNA

  
Prof.(Dr.) A.C. Jha  
(Prof. Aditya Chandra Jha)  
Jai Prakash University, Chapra

  
Dr. Deepti Tiwari  
Magadh Mahila College, Patna  
Patna University

  
Dr. Amitabh Kumar  
University Department of  
History, LNMU

  
Dr. Abhimanyu Prasad  
G. D. College,  
Begusarai(LNMU)

# Proposed Course Structure for 4 Year

## Bachelor of Arts

### History

#### Under CBCS System

#### Syllabus for MJC & MIC of Semester III to VIII

#### Programme framed according to the National Education Policy

(NEP-2020)

effective from

Academic Session 2023-27

for

Universities of Bihar & Patna University

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## Course Structure (Semester-III)

Sl.No.	Name of the Course	Type of Course	L-T-P	Credit	Marks
1.	History of India: Earliest time to 550CE	MJC-3	5-1-0	5	100
2.	History of Europe:13 <sup>th</sup> Century to1789	MJC-4	4-1-0	4	100
3.	History of India: Earliest time to 550CE	MIC-3	3-1-0	3	100
4.	To be selected from other faculties' MIC	MDC-3	3-1-0	3	100
5.	Disaster Risk Management	AEC - 3	2-1-0	2	100
6.	Skill Enhancement Course (To be Selected from Basket (given*))	SEC-3	3-1-0	3	100
<b>Total Credit-20</b>					

### Basket for Skill Enhancement Courses for Semester III (SEC – 3)

\*Skill Enhancement Course (To be Selected from the Basket given below)

- Personal Financial Planning
- Visual Communication & Photography
- Statical Software Package
- Communication in Professional Life
- रचनात्मक लेखन
- लेखन

The **question paper pattern** for all courses shall consist of three parts –

Part A – Compulsory – consisting of objective/multiple choice type-

Each carrying two marks

10x2 = 20 marks

Part B – Short Answer Type – Four questions to be answered out of six questions-

Each carrying five marks

04x5 = 20 marks

Part C – Long Answer Type – Three questions to be answered out of five questions-

Each carrying five marks

03x10 = 30 marks

**Total: 100 Marks      End Semester Examination: 70 Marks**

**CIA: 30 Marks**

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*Deepthi Limari*  
20/9/23

*Abhinav Prasad*  
20/9/23

*Abhishek Kumar*  
20/9/2023

*Ram*  
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## MJC-3

### History of India; From Earliest Times to 550 C.E

#### Course Outcome:

- **CO1:** As a history student will learn about the historiographical trends, and interpretation of the historical sources of ancient India as well.
- **CO2:** They can acquire knowledge about the Vedic Period and the rise of Jainism and Buddhism culture in ancient times of India

MJC-3: History of India; From Earliest Times to 550 C.E (5 Credits)		
Unit	Topics to be covered	No. of Lectures
I	<b>Sources, Historiography and Prehistoric India</b> a) Sources: Scientific Literature, Regional Languages and Religious Literature of Ancient Indian History up to 550 C.E. b) A survey of Prehistoric India: Palaeolithic, Mesolithic, Neolithic and Chalcolithic Cultures. c) The Indus – Saraswati Civilization, Debate on the relationship of Indus, Saraswati Civilization and Vedic Civilization. d) Significant features of Indus- Saraswati Civilization, its continuity, fall and survival of Saraswati Civilization	10
II	<b>Aryan Civilization</b> a) Origin of Aryans and Homeland in India, Myths of Aryan Invasion: Various theories, b) Vedic Cultures: Early Vedic and Post-Vedic Literature and Vedic Polity, Society and Economy c) Vedic Religion and Philosophy. d) Epic Literature and Culture: Problem of Dating and Historicity of the Epics.	10
III	<b>India from Sixth Century BCE to Mauryan Age</b> a) Sources b) India in the Sixth Century BCE Mahajanpada, Republic and Growth of Urban Centers, Rise of Magadhan Imperialism. c) Religious Systems in the 6th century BCE, Buddhism and Jainism. d) The Maurya Empire, Chandragupta Maurya, Mauryan administration, Ashok and Ashoka's Dhamma. Mauryan Society, Fall of Mauryan Empire. Greek Invasion and its Impact	10
IV	<b>Post Mauryan Age</b> a) Sources b) Reorganization of Republic in Post Mauryan Age. c) Indo-Greek, Saka, Kushan, Shunga, Kharvela, Satvahanas: Society and Culture, Art, Architecture and Coinage. d) Sangam Age: Sangam Literature, Society, Culture and Foreign Trade in Post Mauryan Age.	10
V	<b>Imperial Guptas</b> a) Sources b) Imperial Guptas and their Contemporaries. c) Gupta Administration d) Gupta Art, Architecture, Religion, Literature and Development of Science and Technology.	10
VI	<b>Sangam Age in South Indian History</b> a) Sources b) Cheras c) Pandyas d) Early Cholas	10
Total		60

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### **Suggested Readings:**

1. Agarwal, D.P: *The Archaeology of India*, 1985
2. Jayaswal, Vidula: *Bhartiya Itihas Ke Adi Charna ki Rooprekha*, Delhi, 1987
3. Majumdar, R.C. and Pusalkar, A.D (edited): *The History and Culture of Indian People Vol. I, Vedic Age*.
4. Majumdar, R.C. and Pusalkar, A.D (edited): *The History and Culture of Indian People Vol. II: The Age of Imperial UNITY*
5. Pandey, Rajbali: *Prachin Bharat*, Vishwavidyalya Prakashan, revised edition, Varanasi, 2010.
6. Raychaudhary, H.C: *Political History of Ancient India*, rev Edition, 1996 by B.N Mukherjee
7. Raychaudhary, H.C.: *The History and Culture of Ancient India*, Vol III: The Classical age
8. Sankalia, HD: *Prehistory and Prohistory of India and Pakistan*, Poona 1974
9. Sastri, K.A Nilakanta: *A History of South India, from Prehistoric Times to the fall of Vijyanagar*, Oxford University Press, 1955; Also, in Hindi Translation by Bihar Hindi Granth Academy.
10. Singh, Kripa Shankar: *Rigveda, Harrappa Sabhyata and Sanskritic Nirantarta*, Kitab Ghar publication, New Delhi, 2007
11. Singh, Upinder: *A history of Ancient and Early Medieval India, from Stone Age to early Medieval India*. 2008, Pearson, New Delhi.
12. Thapar, Romila: *Early India from the Beginnings to 1300*, London, 2002
13. Kumar, Ashutosh: *Magadh ki Prachin Sanskriti Evam Parampara*, Prachya Prakashan, Patna, 2017

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## History of Europe from 13<sup>th</sup> Century to 1789

- To develop the understanding of Europe from a theocratic society to a modern nation-state system.
- To understand Renaissance and its influence on European Society, Economy, Polity, and Culture leading to the subsequent development of Nation-State and the emergence of new Ideologies culminating in the form of the French Revolution.

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 Deepthi Luvani  
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 Ruman  
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 20/9/23  
 Abhinav  
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*Suggested Readings:*

1. Acton (1906): Lectures on Modern History, London, Macmillan and co. Ltd
2. Anderson, M.S.: Europe in the 18th Century
3. Andrews Stuart: Eighteenth century Europe
4. Butterfield: H. The Origins of Modern Europe
5. Cipola Carlo: M. before the Industrial Revolution, European Society and Economy 1000-1700
6. Elton G.R: Reformation in Europe
7. Fisher H.A.L: (1938), History of Europe (relevant portion only), London, Eyre and Spottiswoode
8. Hale J.R.: Renaissance Europe
9. Hayes C.J.H: (1936), A Cultural and Political History of Europe (Vol. I) (1500- 1830), London, Macmillan
10. Hazen C.D (1937): A History of Europe in Modern times, Henry holt and company
11. Hilton Rodney: Transition from Feudalism to Capitalism
12. Rai ,Koleshwar Adhunik Paschim ka Uday ( Uttar Madhyakalin Europe 1453- 1783)
13. Kriedte Peter: Peasants, Landlords and merchant capitalist
14. Verma ,Lal Bahadur : Europe ka Itihas ( Punarjagaran se Kranti Tak)
15. Miskimm Harry: The Economy of Later renaissance
16. Gupt ,Parthsarathi: Adhunik Paschim Ka Uday, Hindi Madhyam Karyanwayan Nideshalaya
17. Phukan Meenaxi: (2012) Rise of Modern West, Trinity Press Pvt. Ltd.
18. Rice F.: The Foundations of Early Modern Europe
19. Scamell, V.: The First Imperial age: European overseas Expansion, 1475-1715
20. Schevil: (1898) History of Modern Europe (Hindi or English), Charles Scribner's sons
21. Singh Heeralal And Ram Vriksh Singh: 2011 Adhunik Europe ka Itihas
22. The Cambridge: Economic History of Europe Vol I to Iv
23. Inderpal Vimal: Adhunik Europe (1453-1789), Agra, Laxmi Narayan Agrawal

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## MIC-3

### History of India; From Earliest Times to 550 C.E

#### Course Outcome:

- As a history student he/she will learn about the historiographical trends, and interpretation of the historical sources of Ancient India as well.
- They can acquire knowledge about the Vedic Period and the rise of Jainism and Buddhism, Cultural development in Ancient India

MIC-3: History of India; From Earliest Times to 550 C.E		(3 Credits)
Unit	Topics to be covered	No. of Lectures
I	<b>Sources, Historiography and Prehistoric India</b> <ol style="list-style-type: none"> <li>Sources of Ancient Indian History up to 550 C.E.</li> <li>A survey of Prehistoric India: Palaeolithic, Mesolithic, Neolithic and Chalcolithic Cultures.</li> <li>The Indus – Saraswati Civilization, A debate for resurgence.</li> <li>Significant features of Indus- Saraswati Civilization, its continuity and decline</li> </ol>	6
II	<b>Aryan Civilization</b> <ol style="list-style-type: none"> <li>Origin of Aryans and their Homeland in India.</li> <li>Vedic Age: Society and Economy</li> <li>Vedic Religion and Philosophy.</li> <li>Epic literature (Ramayan and Mahabharata).</li> </ol>	6
III	<b>India from Sixth Century BCE to Mauryan Age</b> <ol style="list-style-type: none"> <li>Mahajanapada</li> <li>Republic in Ancient India.</li> <li>Magadhan Imperialism</li> <li>Buddhism and Jainism.</li> </ol>	6
IV	<b>Post Mauryan Age</b> <ol style="list-style-type: none"> <li>The Maurya Empire, Chandragupta Maurya, Ashoka and Ashoka's Dhamma. Fall of Mauryan Empire.</li> <li>Indo-Greek, Saka, Kushan, Shunga, Kharvela, Satvahanas: Society and Culture, Art, Architecture and Coinage.</li> <li>Sangam Age: Sangam Literature, Society and Culture</li> </ol>	6
V	<b>Imperial Guptas</b> <ol style="list-style-type: none"> <li>Imperial Guptas and their Contemporaries.</li> <li>Gupta Administration</li> <li>Gupta Art, Architecture, Religion. Literature and Development of Science and Technology.</li> </ol>	3
VI	<b>Sangam Age in South Indian History</b> <ol style="list-style-type: none"> <li>Cheras</li> <li>Pandyas</li> <li>Early Cholas</li> </ol>	3
Total		30

### Suggested Readings:

1. Agarwal, D.P: The Archaeology of India, 1985
2. Jayaswal, Vidula: Bhartiya Itihas Ke Adi Charna ki Rooprekha, Delhi, 1987
3. Majumdar, R.C. and Pusalkar, A.D (edited): The History and Culture of Indian People Vol. I, Vedic Age.
4. Majumdar, R.C. and Pusalkar, A.D (edited): The History and Culture of Indian People Vol. II: The Age of Imperial UNITY
5. Pandey, Rajbali: Prachin Bharat, Vishwavidyalaya Prakashan, revised edition, Varanasi, 2010.
6. Raychaudhary, H.C: Political History of Ancient India, rev Edition, 1996 by B.N Mukherjee
7. Raychaudhary, H.C.: The History and Culture of Ancient India, Vol III: The Classical age
8. Sankalia, HD: Prehistory and Prohistory of India and Pakistan, Poona 1974
9. Sastri, K.A Nilakanta: A History of South India, from Prehistoric Times to the fall of Vijayanagar, Oxford University Press, 1955; Also, in Hindi Translation by Bihar Hindi Granth Academy.
10. Singh, Kripa Shankar: Rigveda, Harrappa Sabhyata and Sanskritic Nirantarta, Kitab Ghar publication, New Delhi, 2007
11. Singh, Upinder: A history of Ancient and Early Medieval India, from Stone Age to early Medieval India. 2008, Pearson, New Delhi.
12. Thapar, Romila: Early India from the Beginnings to 1300, London, 2002

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## Course Structure (Semester IV)

Sl.No.	Name of the Course	Type of Course	L-T-P	Credit	Marks
1.	History of India: 550 CE- 1200 C.E.	MJC-5	5-1-0	5	100
2.	History of Europe: 1789 C.E.- 1919 C.E.	MJC-6	5-1-0	5	100
3.	History of India: 1200 C.E.-1700 C.E.	MJC-7	5-1-0	5	100
4.	History of Europe:13 <sup>th</sup> Century to1789	MJC-4	3-1-0	3	100
5.	NCC/NSS/NGOs/Social Service/Scout and Guide/Sports	AEC-4	2-1-0	2	100
<b>Total Credit-20</b>					
<b>Exit Option</b> to students with U.G. Diploma. After completing I, II, III & IV Semester earning full credits students will be awarded UG Diploma only if he or she takes one Vocational Course of 4 credit (During Summer Vacation). This Course will not be included in SGPA & CGPA Calculation.					

The **question paper pattern** for all courses shall consist of three parts –

Part A – Compulsory – consisting of objective/multiple choice type-

Each carrying two marks

10x2 = 20 marks

Part B – Short Answer Type – Four questions to be answered out of six questions-

Each carrying five marks

04x5 = 20 marks

Part C – Long Answer Type – Three questions to be answered out of five questions-

Each carrying five marks

03x10 = 30 marks

**Total: 100 Marks      End Semester Examination: 70 Marks**

**CIA: 30 Marks**

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## MJC-5

### History of India; From 550 C.E. to 1200 C.E

#### Course Outcome:

- Students will learn and analyze the transition from early historic era to the early medieval era.
- They'll be able to delineate changes in the realm of Polity and Culture; Puranic Religion; the growth of Vernacular Languages and newer forms of Art and Architecture.

MJC-5 History of India; From 550 C.E. to 1200 C.E. ( 5 Credits)		
Unit	Topics to be covered	No. of Lectures
I	Emergence of New Powers and Age of Decentralization a) Decline of Gupta Power b) Huna Invasion and its impact c) Dynasty of Pushyabhuti and Kanyakubja with reference to Harsha and contemporary State, Society and Culture. d) Origin of Rajput: Various theories.	12
II	Decentralization and Emergence of Regional Power a) Rajputs: Origin, Emergence and Decline b) Tripartite Struggle c) Establishment of Muslim Rule in North India d) Muslim Rule in Delhi and the Impact of Muslim Rule on India	12
III	Regional Powers of South and Deccan a) Chalukyas of Vatapi; Origin history, Art and Architecture. b) Rashtrakutas of Manyakhet: History, Expansionist Policy, Religion, Art and Architecture. c) Cholas of Kanchi: History, Administration, Art and Architecture. d) Other Regional Powers: Pallava, Pandya, Chera, Kakatiya, Ganga, Kadamba and Sinhal (Sri Lanka)	12
IV	Decline of Rajputs a) North Western India: Dynasties of Kashmir; Sindh; Arab Invasion; Hindu Shahi and Nepal and their political and cultural achievements. b) Central India: Maukharies, Pratihars, Gahadwals, Chahman, Chandela, Kalachuri, Parmara and their Political and Cultural Achievements. c) South Western India: Chalukya and Solanki and their Political and Cultural Achievements. d) North Eastern India: Palas, Senas of Bengal; Dynasties of Kalinga and Other Region; Dynasty of Kamrup and their Political and Cultural Achievements.	12
V	Culture of Early-Medieval India a) Disintegration of Political Power b) Society and Religion in Early-Medieval India c) Fine Arts in Early-Medieval India: Architecture, Sculpture, Paintings. d) Emergence and Spread of the Bhakti movement in India.	12
<b>Total</b>		<b>60</b>

### Suggested Readings:

1. Majumdar R.C and Pusalkar A.D (edited): The History of Indian People, vol. V, The Struggle for Empire
2. Majumdar R.C. and Pusalkar A.D (edited): The History of Indian People, Vol. IV, The Age Imperial Kanauj
3. Majumdar, A.K.: Bhakti Renaissance, Bhartiya Vidyabhawan, Calcutta.
4. Majumdar, R.C. and Altekar, A.S Vakataka: Gupta Age, Motilal Banarasi Das, 2007.
5. Pande, Rekha: Religion movement in Medieval India, Gyanbook, New Delhi.
6. Pathak Vishudhanand: Uttar Bharat ka Rajnaitik Itihas (600-1200 A.D.), Hindi Sansthan Uttar Pradesh, 1973
7. Ray Chaudhary, H.C.: Political History of Ancient India.
8. Sastri, K.A. Nilkanta: a History of South India, from Prehistoric times to the fall of Vijaynagar, Oxford University Press, 1955, also, in Hindi translation by Bihar Hindi Granth Academy.
9. Sastri, K.A. Nilkanta: Studies in Chola History and Administration, University of Madras, 1932.
10. Shastri, K.A Nilkanta: History of South India: from Prehistoric times to the Fall of Vijaynagar, IV Edition, 1975
11. Singh, Upinder: A History of Ancient and Early Medieval India, from Stone Age to Early Medieval India, a Pearson pub., New Delhi, 2008.
12. Srivastva, B: Dakshin Bharat ka Itihas, Chaukhambha Prakashan, Varanasi, 2010.
13. Tripathi, R.S: History of Kannauj to the Moselm conquest, 1986.
14. Vaidya, C.V.: Early History of Rajputs (750 to 1000 A.D), Reprint, Gyanbooks, New Delhi, 2019.
15. Vaidya, C.V: History of Medieval Hindu India, Reprint, Gyanbooks, New Delhi, 2018.

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## MJC-6

### History of Europe- 1789-1919

#### Course Outcome:

- The students will be able to analyze the historical developments in Europe between 1789-1919. As it focuses on the Democratic & Socialist foundations of Modern Europe.
- They will be able to situate historical developments of Socialist upsurge & the economic forces of the wars, other Ideological Shifts.

MJC-6 <u>History of Europe- 1789-1919</u>		(5 Credits)
Unit	Topics to be covered	No. of Lectures
I	Rise of Nationalism in Europe a) Rise of Napoleon and spread of French Imperialism b) Reforms of Napoleon as First Consul c) Downfall of Napoleon d) Age of Reactionism, Congress of Vienna and its Significance e) Revolutions of 1830 and 1848: Causes and Consequences	12
II	Rise of New Nations a) Unification of Germany under Bismarck. b) Unification of Italy: Role of Cavour, Mazzini and Garibaldi c) Russia & Problems of Eastern Nationalities.	12
III	Capitalist Industrialization & Socio-Economic Transformation a) Process of Capitalist development in Industry & Agriculture in Britain, France, Germany and Russia. b) New Social Classes: Bourgeoisie, Proletariat, and Peasantry c) Rise of Socialism and Growth of New Capitalism d) Imperialism and its impact	12
IV	International Relations: New Era & the Concept of Balance of Power. a) Congress of Berlin, Creation of Alliance under Bismarck b) The decline of Ottoman Empire and emergence of Modern Turkey under Mustafa Kamal Pasha c) Third French Republic: its Problems and Foreign policy d) Communism in Russia: The Bolshevik Revolution	12
V	Road to First World War and New World Order a) Circumstances leading to the First World War b) Paris Peace Conference and its Significance c) Intervention of USA: 14 points of Woodrow Wilson	12
<b>Total</b>		<b>60</b>

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## Suggested Readings:

1. Aldrich, Robert Greater France: A history of French Overseas Expansion
2. Anderson, M.S The Ascendancy of Europe: 1815-1914 (3rd Ed. 2003)
3. Bartlett, C.J.: Peace, War and the European Powers, 1814-1914 (1996) brief overview 216pp
4. Blanning, T.C .W Ed.: The Nineteenth Century: Europe 1789-1914 (Short Oxford History of Europe) (2000)
5. Bridge, F.R & Roger Bullen.: The Great Powers and the European States System 1814-1914, 2nd Ed. (2005)
6. Brunn, Geoffery, :Europe and the French Imperium, 1799-1814 (1938)
7. Bury. J.P.T Ed.: The new Cambridge Modern History: Vol. 10: The Zenith of European Power 1830-70 (1964)
8. Cameron, Rondo: France and the Economics Development of Europe, 1800-1914: Conquest of Peace and Seeds of War (1961), a wide -ranging economic and business History.
9. Crawley, C.W Ed.: The New Cambridge Modern History, Vol. 14: Atlas (1972)
10. Evans, Richard :j The Pursuit of power Europe 1815-1914 (2015)
11. Gildea, Robert : Barricades and Borders: Europe 1800-1914 (3rd Ed. 2003)
12. Gooch, G.P: History of modern Europe 1878-1919 (1923)
13. Grab, Alexander: Napoleon and the Transformation of Europe (2003)
14. Grant & Temperley: Europe in the Nineteenth and twentieth century's.
15. Hayes C.J.H.: A political and Cultural History of Europe, 1830-1839.
16. Herring, George C.: Years of Peril and Ambition U.S foreign Relations. 1776-1921 (2017)
17. Hinsley F.H Ed: the New Cambridge modern History Vol. 11 Material Progress and World Wide Problems 1870-1898 (1979)
18. Kennedy, Paul: The Rise and Fall of the Great powers Economic Change and Military Conflict from 1500-2000 (1987), stress on Economic and Military factors
19. Ketelbey, C.D.M : A history of Modern Times (English or Hindi)
20. Langer, William :European Alliances and Alignments 1870-1890 (1950) Advanced history.
21. Langer, William : The Diplomacy of Imperialism 1890-1902 (1950) Advanced History
22. Lipson: Europe in the Nineteenth and Twentieth centuries
23. Mason, David S: A Concise History of Modern Europe, Liberty, Equality, Solidarity (2011). Since 1700
24. Merriman, John and J.M Winter Eds.: Europe 1789-1914. Encyclopaedia of the Age of Industry and Empire (5 vol. 2005)
25. Mowat, RB: A History of European Diplomacy 1815-1914 (1922)
26. New Cambridge modern History (13 vol 1957-79), old but thorough coverage, mostly of Europe, strong on Diplomacy
27. Osterhammel, Jurgen: The transformation of the world: A Global History of the nineteenth Century (2015)
28. Porter, Andrew Ed.: The Oxford History of the British Empire Volume III: The

- Nineteenth century (2001)
29. Saimi Hannu: 19th Century Europe A Cultural History (2008)
  30. Sontag, Raymond European Diplomatic history: 1871-1932 (1933) Basic Summary 425pp
  31. Steinberg, Jonathan: Bismarck A Life (2011)
  32. Taylor AJP: The Struggle for Mastery in Europe 1848-1918 (1954) 638 pp- advanced history and analysis of major diplomacy
  33. Wesseling, H.L The European colonial Empire 1815-1919 (2015)
  34. Bhatnagar and Gupta: Adhunik Europe ka Itihas ( Bhag-2)
  35. Lal ,K.S Lal: Adhunik Europe ka Itihas (Bhag-2)
  36. Verma ,Lal Bahadur: Europe ka Itihas ( Bhag-2), New Delhi Prakash Sansthan
  37. Gupta ,Parthsarathi: Adhunik Paschim ka Uday, Hindi Madhyam Karyanvayan Nideshalaya (1983)
  38. Gupta ,Parthsarathi: Europe ka Itihas, Hindi Madhyam Karyanvayan Nideshalaya, New Delhi
  39. Joll,James: Europe 1870 se, Hindi Madhyam Karyanvayan Nideshalaya, New Delhi
  40. Gupta ,Parthsarathi: Britain ka Itihas, Hindi Madhyam Karyanvayan Nideshalaya, New Delhi
  41. Saxena ,Banarasi Prasad: America ka Itihas, Hindi Madhyam Karyanvayan Nideshalaya, New Delhi

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## MJC-7

### History of India (1200- 1707)

#### Course Outcome:

- Students will be able to identify the major Political developments in the History of India during the period between the twelfth and the seventeenth century.
- Outline the Changes and Continuities in the field of Culture, especially with regard to Art, Architecture, the Bhakti Movement, and the Sufi movement.
- Delineate the development of trade and urban complexes during this period.

MJC-7 History of India (1200-1707)		5 Credits
Unit	Topics to be covered	No. of Lectures
I	<b>Medieval India</b> a) Important sources of Medieval Indian History b) Early Turks, Khalji revolution, and Tughlaqs, Invasion of Timur c) Ruling Dynasties of Assam, Rajput States (Mewar and Marwar), Orissa, Kashmir d) Vijayanagara Empire	12
II	<b>Afghans and Mughals</b> a) Afghan Rule: Lodis and Surs b) India on the Eve of Babur's Invasion c) Establishment and Re-establishment of Mughal Rule, Hemu Vikramaditya, Rana Pratap, Rani Durgavati, Chand Bibi d) Expansion of the Mughal Empire, Administration: Theory of State, Land Revenue System, Jagirdari and Mansabdari system	12
III	<b>Aurangzeb, Shivaji and Other Powers</b> a) Aurangzeb, Extent and Disintegration of Mughal Empire b) Resistance of Mewar and Marwar c) Rise of Marathas under Shivaji, Maratha Administration, Concept of Hindu Pad Padshahi d) Resistance of Sikhs, Jats, Satnamis and Bundelas	12
IV	<b>Society and Economy</b> a) Hindu Society: Caste and Occupational groups, Education, Customs and Traditions b) Muslim Society: Divisions and Occupational groups; Lifestyle, Education, Customs and Tradition. c) Condition of Peasants, Artisans and Women d) Condition of Agriculture and Industry. e) Development of Trade and Commerce.	12
V	<b>Religion and Culture</b> a) Bhakti movement b) Sufism, Sikhism and Other Sects in South India, Bengal and Kashmir c) Development of Language and Literature d) Development of Science and Technology, Architecture, Painting and Classical Music.	12
<b>Total</b>		<b>60</b>

## Suggested Readings

1. Srivastava A.L: Delhi Sultanate (English or Hindi Version), Shiv Lal Agarwal & Co., Agra, Reprint, 2017
2. Srivastava A.L: The Mughal Empire (English or Hindi Version), Shiv Lal Agarwal & Co., Agra, Reprint, 2017
3. Yadav B.N.S : Society and Culture in North India in the 12th century. Raka Prakashan, Prayagraj, 2012
4. Majumdar B.P.: Socio-Economic History of Northern India, Firma K. L. Mukhopadhyay (1960)
5. Purandare Babasaheb: Raja Shivchattrapati, Vol. I & II, Purandare Prakashan, 2020
6. . Ojha: G.H. Rajputane Ka Itihas, (Hindi) Vaidik Yantralaya, Ajmer, 1927
7. Sharma G.N: Mewar and the Mughal Emperors, Shiv Lal Agarwal, Agra, 1962
8. Kulke Herman (ed.) The State in India (1000-1700), OUP, 1995
9. Prasad Ishwari : Medieval India (English or Hindi version) 4th ed., Digitized 2006
10. Sarkar J.N: Life and Times of Shivaji, Orient Blackswan Pvt. Ltd., New Delhi, 2010
11. Shastri K.A. Nilkantha: A History of South India, Oxford, 1997
12. Chitnis K.N: Socio- Economic History of Medieval India, Atlantic Publishers, 2018
13. Majumdar, Raychaudhary & Dutta : An Advanced History of India, Laxmi Publications, 2016
14. Habib Mohammad and K.A. Nizami, ed. : Comprehensive History of India, Vol. V, The Delhi Sultanate, PPH, 1992
15. Acharya N.N: The History of Medieval Assam from 13th to 17th centuries, Omsons Publications, 2003
16. .Majumdar R.C & others (ed.): The History and Culture of the Indian People Vol. 6, the Delhi Sultanate, Bhartiya Vidya Bhawan, 2006
17. Majumdar R.C & others (ed.): The history and Culture of the Indian People Vol. 7, the Mughal Empire, Bhartiya Vidya Bhawan, 2006
18. Bhardwaj R.K Hemu: Life and times of Hemchandra Vikramaditya, Hope India Publications, Gurgaon, 2004
19. Tripathi R.P : Rise and fall of the Mughal Empire (English or Hindi), Surjeet Publications, 2012
20. . Sharma S.R. : The Crescent in India: A Study in Medieval History, Bhartiya Kala Prakashan, 2005
21. Prasad Ishwari: A Short History of Muslim Rule in India, Surjeet Publications, 2018
22. Digby, Simon, War Horses and Elephants in the Delhi Sultanate. OUP, 1971
23. Bhargava V.S: Marwar and the Mughal Emperors, Munshiram Manoharlal, 1966
24. Pande: Rekha: Religious Movements in Medieval India, Gyan Publishing House, 2005
25. Chandra Satish :Uttar Mughal Kalin Bharat Ka Itihas, Minakshi Prakashan, 1974
26. Shrivastava, Nripendra Kumar Process of Urbanization of Bihar during the Medieval Period, Janaki Publication, Patna, 2014.
27. Mittal Dr. Satish Chandra :Muslim sasaka tatha Bhartiya samaj, Suruchi Prakashan, 2014
28. Mittal Dr. SatishChandr:Bharat ka Sankhipt Itihasa, Suruchi Prakashan, 2014
29. Ahmad Imtiaz Madhyakalin Bharat : Ek Sarvekshan
30. Jha, A.C. Jha, Dilli Sultanate: Ek Sarvekshan



## MIC-4

### History of Europe from 13<sup>th</sup> Century to 1789

Course Outcome:

- To develop the understanding of transition of Europe from a theocratic society to a modern nation-state system.
- Renaissance and its influence on European Society, Economy, Polity, and Culture leading to the subsequent development of Nation-State and the emergence of new Ideologies culminating in the form of the French Revolution.

MIC-4 History of Europe from 13 <sup>th</sup> Century to 1789 (3 Credits)		
Unit	Topics to be covered	No. of Lectures
I	<b>Beginning of Modern Europe</b> a) Decline of Feudalism and its consequences b) Renaissance: Causes, Phases, Development of Art, Architecture and Literature, New discourse on Renaissance.	6
II	<b>Absolutism in Europe</b> a) Growth of Absolute Monarchy in Spain and France. b) Absolute Monarchy in Britain and Struggle with Parliament	6
III	<b>Economic Development in Europe</b> a) Feudal Economy and its impact b) Growth of Mercantilism in European Nations	6
IV	<b>The age of Enlightenment and Scientific Revolution</b> a) Enlightenment in France in 18 <sup>th</sup> century b) Enlightenment in England and Growth of democratic System	6
V	<b>Revolutions in Europe</b> a) The Glorious Revolution in England: Causes and Nature b) Impact of Glorious Revolution on other European Countries	6
<b>Total</b>		<b>30</b>

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### Suggested Readings:

1. Acton (1906): Lectures on Modern History, London, Macmillan and co. Ltd
2. Anderson, M.S.: Europe in the 18th Century
3. Andrews Stuart: Eighteenth century Europe
4. Butterfield: H. The Origins of Modern Europe
5. Cipola Carlo: M. before the Industrial Revolution, European Society and Economy 1000-1700
6. Elton G.R: Reformation in Europe
7. Fisher H.A.L: (1938), History of Europe (relevant portion only), London, Eyre and Spottiswoode
8. Hale J.R.: Renaissance Europe
9. Hayes C.J.H: (1936), A Cultural and Political History of Europe (Vol. I) (1500-1830), London, Macmillan
10. Hazen C.D (1937): A History of Europe in Modern times, Henry holt and company
11. Hilton Rodney: Transition from Feudalism to Capitalism
12. Rai, Koleshwari: Pashchim ka Uday (Uttar Madhyakalin Europe) (1453- 1783)
13. Kriedte Peter: Peasants, Landlords and merchant capitalist
14. Verma Lal Bahadur: Europe ka Itihas (Punarjarran se kranti tak), New Delhi
15. Miskimm Harry: The Economy of Later renaissance
16. Gupt ,Parthsarathi: Adhunik Paschim ka uday, Hindi Madhyam , Karyanvan Nideshalaya, New Delhi
17. Phukan Meenaxi: (2012) Rise of Modern West, Trinity Press Pvt. Ltd.
18. Rice F.: The Foundations of Early Modern Europe
19. Scamell, V.: The First Imperial age: European overseas Expansion, 1475-1715
20. Schevil: (1898) History of Modern Europe (Hindi or English), Charles Scribner's sons
21. Singh Heeralal And Ram Vriksh Singh: 2011, Adhunik Europe ka Itihas
22. The Cambridge: Economic History of Europe Vol I to Iv
23. Inderpal Vimal: Adhunik Europe (1453-1789)

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### Course Structure (Semester-V)

Sl.No.	Name of the Course	Type of Course	L-T-P	Credit	Marks
1.	History of Modern World:1919-1945	MJC-8	5-1-0	5	100
2.	History of India:1707-1857	MJC-9	5-1-0	5	100
3.	History of India: 550CE-1200 CE	MIC-5	3-1-0	3	100
4.	History of Europe:1789-1919	MIC-6	3-1-0	3	100
5.	Internship	INT	-	4	100
<b>Total Credit-20</b>					

The **question paper pattern** for all courses shall consist of three parts –

Part A – Compulsory – consisting of objective/multiple choice type-

Each carrying two marks

10x2 = 20 marks

Part B – Short Answer Type – Four questions to be answered out of six questions-

Each carrying five marks

04x5 = 20 marks

Part C – Long Answer Type – Three questions to be answered out of five questions-

Each carrying five marks

03x10 = 30 marks

**Total: 100 Marks      End Semester Examination: 70 Marks**

**CIA: 30 Marks**

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## MJC-8

### History of Modern World (1919- 1945)

#### Course Outcome:

- The students will have an understanding of an era of shifting history from Euro centric to World.
- They will be able to comprehend the turbulent times when totalitarianism rose as an alternative to Democratic and Liberal ideal and also the growing desire for peace through formation of organizations such as United Nations.

MJC-8 History of Modern World (1919-1945)		(5 Credits)
Unit	Topics to be covered	No. of Lectures
I	1919 A New World Order a) Formation of the League of Nations: Organizations, Achievements & Failures b) Formation of ICJ & ILO c) New Imperialism: Mandate System d) Democracies between the wars	12
II	Rise of Totalitarianism a) Failure of Weimar Republic & Rise of Nazism in Germany b) Factors leading to the Growth of Fascism in Italy and the Concept of Corporate state c) Rise of Totalitarianism in Russia & Stalin d) Rise of Militarism in Japan	14
III	Anti-Imperialist Movements between the Great Wars a) Arab Nationalism b) Nationalist Movement in China with reference to The role of Dr. Sun Yat-Sen c) Anti-Imperialist Movement in Indo-China d) Anti-Imperialist Movement in Egypt	12
IV	Challenges to Capitalism a) Rise and Role of trusts in USA b) The progressive Movement and Foreign Policy of USA c) The Great Economic Depression: 1929 d) Reconstruction and New Deal Policy of F.D Roosevelt	12
V	Quest for security and road to Second World War a) French quest for security: Locarno Pact-1925 b) Causes and Consequences of Second World War c) U.N.O its Organization and Achievements d) Cold War and Emergence of New Bi-Polar world.	10
Total		60

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### Suggested Readings

1. Barzun Jacques from Dawn to Decandence 500 years of western Cultural life : 1500- present New York, Harper Collins 2001
2. Benns F. Lee : Europe Since 1914
3. Car, E.H (1948) International Relations between two World Wars (1919-1939), Delhi, Macmillian & Co.
4. Carsten. F.L (1982) : The Rise of Fascism University of California Press
5. Cayley, E.S (1856) The European revolutions of 1848, London Smith Elder & Co. Vol I and II
6. Contemporary History of the World by Edwin Augustus Grosvenor
7. Crawley C.W (1965) The new Cambridge modern History Volume 9. War & Peace in an age of upheaval. 1793-1830. Cambridge University Press.
8. Dhar, S.N (1967) : International Relations and World Politics since 1919, Bombay, Asia Publish House
9. Doenecke Justus D. Stoler Mark A (2005). Debating Franklin D Roosevelt's Foreign
10. Rowman & Little field, Policies. 1933-1945
11. Dunan Marcel Larousse: Encyclopaedia of Modern History from 1500 to the Present day, New York Harper & Row, 1964.
12. Duruy V & Grosvenor E.A (1894) History of modern times: From the fall of Constantipole to the French Revolution, New York H Holt and Company
13. FP Walters: A History of the League of Nations (oxford 1965)
14. Gaddis John Lewis (1972) The United States and the Origins of the Cold War, 1941- 1947 Columbia University Press
15. Grosvenor, Edwin A Contemporary History of the World New York and Boston T.Y Crowell & Co. 1899
16. Henry Kitchell Webster : Early European History
17. Jules Michelet, Mary Charlotte, Mair Simpson : A summary of Modern history
18. Joll James: Europe Since 1870

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## MJC-9

### History of India (1707-1857)

#### Course Outcome:

- The students will be able to trace the British colonial expansion in the political contexts of eighteenth-century India.
- They will learn about the changes in society, politics, religion and economy during this period.
- They'll also acquire knowledge about the freedom struggle.

MJC-9 History of India (1707-1857)		(5 Credits)
Unit	Topics to be covered	No. of Lectures
I	Downfall of Mughals and Maratha Power a) Disintegration of Mughal Power: Main Political Trends b) Expansion of Maratha Kingdom under Peshwas and Maratha confederacy c) Administration and Socio- Economic condition under Marathas d) Causes of the Downfall of Maratha power- Third Battle of Panipat	12
II	Rise of Indian States a) Rise of Punjab under Ranjit Singh: Conquests and Administration b) Rise of Bengal and Awadh in the 18 <sup>th</sup> Century c) Rise of Hyderabad and Mysore in the 18 <sup>th</sup> Century d) Political conditions in South India: Cochin & Travancore	12
III	Expansion of East India Company's Rule a) Arrival of European companies: Rivalry for Control b) Ascendancy of English East India Company: Battle of Buxar and Plassey; Their effects c) Territorial Expansion of East India Company 1765- 1813 (From ring fence to Subordinate isolation) d) Territorial Expansion of East India Company 1813-1856	12
IV	Administration of East India Company a) Economic Policies- Agriculture, Trade, Banking, Land revenue b) Administrative Apparatus under East India Company with special reference to Education, Communication and judicial policy c) Theories of Cultural Ascendancy: Utilitarianism, Evangelicals and White Men Burden Theory d) Response of Indian Society and Socio-Religious Reform Movements	12
V	Resistance to Colonial Power a) Peasant Revolts in the 19 <sup>th</sup> Century: Deccan, Indigo and Pabna b) Tribal Revolts: Bhil, Kol, Santhal, Gond and others c) First War of Independence: Causes, Nature d) Main Leaders and People's Resistance in 1857 and Geographical Areas	12
Total		60



### Suggested Readings:

1. Banerjee A.C : The New History of modern India (1707-1947)
2. Basu B.D. : Rise and Fall of Christian Power in India, Vol. II
3. Grover B.R : A new look on Modern Indian History
4. Bayly C.A : An illustrated History of Modern India 1600-1947
5. Chabra, G.S. : Advance History of Modern India
6. Kumar D. : The Cambridge Economic History of India
7. Desai A.R: India's Path of Development
8. Desai, A.R. : Social Background of Indian Nationalism
9. Dodwell : A Sketch of the History of India
10. Dutta, K.K : Social History of Modern India
11. Freedenberg, R.E : Land Control and Social Structure in India
12. Prasad I. & Subedar: History of Modern India (English or Hindi)
13. Farquhar J.N : Modern Religious Movements in India
14. Sarkar J.N. : Mughal Economy
15. Veluthat Kesvan : Political Structure of Early Medieval South India
16. Lal, Sunder : Bharat me Angreji Raj
17. Ali M. Athar : Mughal Nobility under Aurangzeb
18. Mishra, B.B : Administrative History of modern India
19. Karashima Nobora : South Indian History and Society
20. Marshall P.J.: The Eighteenth century in Indian History
21. Majumdar R.C : British Paramountacy and Indian Renaissance (Part I)
22. Dutt R.P : India Today
23. Tripathi R.P. : The Rise and Fall of Mughal Empire
24. Muir Ramsay: The making of British India
25. Sarkar Sumit : Modern India
26. Sarkar Sumit: Adhunik Bharat
27. Sen Sunil K. : Agrarian Relations in India, 1793-1947
28. Bhow, G.N : Constitutional Development of India
29. Stein Burton : The Making of Agrarian Policy in british India, 1770-1900
30. Gordon Stewart: The Marathas 1600-1818
31. Sarkar Sumit: Modern India 1885-1947
32. Metcalf Thomas: Ideologies of the Raj
33. Thompson & Garret : Rise and Fulfillment of British Rule in India

## MIC-5

### History of India; From 550 C.E. to 1200 C.E

#### Course Outcome:

- Students will learn and analyze the transition from historic centuries to the early medieval.
- They'll be able to delineate changes in the realm of Polity and Culture; Puranic Religion; the growth of Vernacular Languages and newer forms of Art and Architecture.

MIC-5 History of India; From 550 C.E. to 1200 C. E		(3 Credits)
Unit	Topics to be covered	No. of Lectures
I	Emergence of New Powers and Age of Decentralization a) Huna Invasion and its impact b) Harsha the Last Hindu Ruler of Ancient India. c) Origin of Rajput: Various theories.	8
II	Decentralization and Emergence of Regional Power a) Emergence of Rajput States b) Tripartite Struggle c) Establishment of Muslim Rule in Delhi and the Impact of Muslim Rule on India	6
III	Regional Powers of South and Deccan a) Chalukyas of Vatapi : A brief History. b) Rashtrakutas of Manyakhete : A brief History. c) Cholas of Kanchi: A brief History. d) Other Religious Powers: Pallava, Pandya, Chera: A brief History.	6
IV	Decline of Rajputs a) North Western India: Dynasties of Kashmir; Sindh; Arab Invasion; b) Central India: Pratiharas, Gahadwals, Chahaman, Chandelari, Parmara and their Political and cultural achievements. c) South Western India: Chalukya and their political and cultural achievements. d) North Eastern India: Palas, Senas of Bengal;	6
V	Culture of Early-Medieval India a) Society and Religion in Early-Medieval India b) Fine Arts in Early-Medieval India: Architecture, Sculpture, Paintings. c) Emergence and Spread of the Bhakti movement in India.	4
<b>Total</b>		<b>30</b>

### Suggested Readings:

1. Majumdar R.C and Pusalkar A.D (edited): The History of Indian People, vol. V, The Struggle for Empire
2. Majumdar R.C. and Pusalkar A.D (edited): The History of Indian People, Vol. IV, The Age Imperial Kanauj
3. Majumdar, A.K.: Bhakti Renaissance, Bhartiya Vidyabhawan, Calcutta.
4. Majumdar, R.C. and Altekar, A.S Vakataka: Gupta Age, Motilal Banarasi Das, 2007.
5. Pande, Rekha: Religion movement in Medieval India, Gyanbook, New Delhi.
6. Pathak Vishudhanand: Uttar Bharat ka Rajnitik itihas (600-1200 A.D) Hindi Sansthan, Uttar Pradesh, 1973
7. Raychaudhary, H.C.: Political History of Ancient India.
8. Sastri, K.A. Nilkanta: A History of South India, from Prehistoric times to the fall of Vijaynagar, Oxford University Press, 1955, also, in Hindi translation by Bihar Hindi Granth Academy.
9. Sastri, K.A. Nilkanta: Studies in Chola History and Administration, University of Madras, 1932.
10. Shastri, K.A Nilkanta: History of South India: from Prehistoric times to the Fall of Vijaynagar, IV Edition, 1975
11. Singh, Upinder: A History of Ancient and Early Medieval India, from Stone Age to Early Medieval India, a Pearson pub., New Delhi, 2008.
12. Srivastva, B: Dakshin Bharat Ka Itihas , Caukhambha Prakashan, Varanasi, 2010.
13. Tripathi, R.S: History of Kannauj to the Moselm conquest, 1986.
14. Vaidya, C.V.: Early History of Rajputs (750 to 1000 A.D), Reprint, Gyanbooks, New Delhi, 2019.
15. Vaidya, C.V: History of Medieval Hindu India, Reprint, Gyanbooks, New Delhi, 2018.

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## MIC-6

### History of Europe- 1789-1919

#### Course Outcome:

- The students will be able to analyze the historical developments in Europe between 1789-1919. As it focuses on the democratic & socialist foundations of modern Europe.
- They will be able to situate historical developments of socialist upsurge & the economic forces of the wars, other ideological shifts.

MIC-6 History of Europe- 1789-1919 (3Credits)		
Unit	Topics to be covered	No. of Lectures
I	Rise of Nationalism in Europe a) Rise of Napoleon and Downfall of Napoleon b) Congress of Vienna and its significance c) Revolutions of 1830 and 1848: Causes and Consequences	6
II	Rise of New Nations a) Unification of Germany under Bismarck. b) Unification of Italy: Role of Cavour, Mazzini and Garibaldi	6
III	Capitalist Industrialization & Socio-Economic Transformation a) Industrial Revolution in Britain and Europe b) Rise of Socialism c) Imperialism and its impact	6
IV	International Relations: New Era & the Concept of Balance of Power. a) Congress of Berlin, b) Communism in Russia: The Bolshevik Revolution	6
V	Road to First World War and New World Order a) Circumstances leading to the First World War b) Paris Peace Conference and its Significance	6
<b>Total</b>		<b>30</b>

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21. Langer, William The Diplomacy of Imperialism 1890-1902 (1950) advanced History
22. Lipson Europe in the Nineteenth and Twentieth centuries
23. Mason, David S A Concise History of Modern Europe, Liberty, Equality, Solidarity (2011). Since 1700
24. Merriman, John and J.M Winter eds. Europe 1789-1914. Encyclopaedia of the Age

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- of Industry and Empire (5 vol. 2005)
25. Mowat, RB: A History of European Diplomacy 1815-1914 (1922)
  26. New Cambridge modern History (13 vol 1957-79), old but thorough coverage, mostly of Europe, strong on Diplomacy
  27. Osterhammel, Jurgen: The transformation of the world: A Global History of the nineteenth Century (2015)
  28. Porter, Andrew Ed.: The Oxford History of the British Empire Volume III: The Nineteenth century (2001)
  29. Saimi Hannu: 19th Century Europe A cultural History (2008)
  30. Sontag, Raymond European Diplomatic history: 1871-1932 (1933) Basic Summary 425pp
  31. Steinberg, Jonathan: Bismarck A Life (2011)
  32. Taylor AJP: The Struggle for Mastery in Europe 1848-1918 (1954) 638 pp- advanced history and analysis of major diplomacy
  33. Wesseling, H.L The European Colonial Empire 1815-1919 (2015)
  34. Bhatnagar and Gupt: Adhunik Europe ka Itihas (Bhag-2)
  35. Lal ,K.S Lal: Adhunik Europe ka Itihas (Bhag-2)
  36. Verma ,Lal Bahadur: Europe ka Itihas ( Bhag-2), New Delhi Prakash Sansthan
  37. Gupta ,Parthsarathi: Adhunik Paschim ka Uday, Hindi Madhyam Karyanvayan Nideshalaya (1983)
  38. Gupta ,Parthsarathi: Europe ka Itihas, Hindi Madhyam Karyanvayan Nideshalaya, New Delhi
  39. Joll,James: Europe 1870 se, Hindi Madhyam Karyanvayan Nideshalaya, New Delhi
  40. Gupta ,Parthsarathi: Britain ka Itihas, Hindi Madhyam Karyanvayan Nideshalaya, New Delhi
  41. Saxena ,Banarasi Prasad: America ka Itihas, Hindi Madhyam Karyanvayan Nideshalaya, New Delhi

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### Course Structure (Semester VI)

Sl.No.	Name of the Course	Type of Course	L-T-P	Credit	Marks
1.	Indian National Movement 1857-1947	MJC-10	4-1-0	4	100
2.	History of Modern India:1947-2000	MJC-11	5-1-0	5	100
3.	Cultural Heritage of India	MJC-12	5-1-0	5	100
4.	History of India:1200-1707	MIC-7	3-1-0	3	100
5.	History of ModernWorld:1919-1945	MIC-8	3-1-0	3	100
<b>Total Credit-20</b>					
<b>Exit Option:</b> A student may be awarded 3-year UG Degree in the Major & Minor discipline, provided he/she earns all credits of I, II, III, IV, V & VI Semester.					

The **question paper pattern** for all courses shall consist of three parts –

Part A – Compulsory – consisting of objective/multiple choice type-

Each carrying two marks

10x2 = 20 marks

Part B – Short Answer Type – Four questions to be answered out of six questions-

Each carrying five marks

04x5 = 20 marks

Part C – Long Answer Type – Three questions to be answered out of five questions-

Each carrying five marks

03x10 = 30 marks

**Total: 100 Marks**

**End Semester Examination: 70 Marks**

**CIA: 30 Marks**

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## MJC-10

### Indian National Movement (1857-1947)

#### Course Outcome:

- The contents of the syllabus are designed to cover core issues pertaining to the vast canvass of Nationalist history so that the student at the undergraduate level is equipped to focus upon the core ideas of the National Movement in its contextuality.
- The students will understand India's quest for Independence and Nation-building are interwoven scripts of history, debated most widely at the global level with various angles.
- They will comprehend India's National Movement has a vast and divergent ideological base with inner contradictions.

MJC-10 Indian National Movement (1857-1947)		(4 Credits)
Unit	Topics to be covered	No. of Lectures
I	Rise of Mass Nationalism a) Debates on 1857 and Its Impact on British Policies. b) Factors leading to growth of Nationalism in India & Social Background of Indian Nationalism. c) Formation of early political organizations d) Congress- Moderates & Extremists	12
II	From Swadeshi to Home Rule a) Economic Nationalism, Idea of Swadeshi, Swadeshi Movement & Congress Split at Surat b) Idea & formation of Muslim league: Demands and Early Programs c) First World War: Lucknow Pact, Home Rule Movement d) Entry of Gandhi: Regional Movements, Rowlatt Satyagraha, Khilafat Issue e) Indian Council Act of 1909 & Government of India Act 1919	12
III	Mass Movements of Congress & Alternative Ideologies a) Non-Cooperation Movement and Swarajists b) Revolutionary Movement, Trial of Bhagat Singh, Rise of Leftist Ideology c) Simon Commission, Nehru Report and Civil Disobedience Movement d) Tripuri crisis. Issues and Ideas of Subhash Chand Bose, Quit India Movement.	12
IV	Rise of Peasant, Workers, Tribals' Movement a) Peasant Issues since 1919, formation of Regional Peasant Associations and all India Kisan Sabha, Role of Madan Mohan Malviya & Sahjanand Saraswati. b) Rise of Industrial Worker Class, its issues and Formation of Trade Unions. c) Colonial Policies & Tribal Issues (1857- 1947)- Birsa Munda Ulgulan and Tana Bhagat Movement d) Government of India Act 1935	12



V	Road to Partition Independence a) Challenges of Communalism (1942- 1947) b) Role of INA, INA Trials & RIN Mutiny c) Constitutional Formulas: Wavell Plan, Cripps and Cabinet Mission d) Mountbatten plan, Circumstances leading to Partition & Independence e) Nationalist Movement in Princely states	12
Total		60

### Suggested Reading

1. Sarkar Sumit: Modern India 1885 n 1947. Macmillian, 1983
2. Jeffery R., Masseloss J: From Rebellion to the Republic
3. Brass Paul: The Politics of India since Independence
4. Subramanian K.G: The Living Tradition: perspectives on Modern Indian Art.
5. Dutta. K.K: Social History of Modern India
6. Desai A.R.: Social background of Indian Nationalism
7. Desai A.R.: India's Path of Development
8. Prasad, Bisheswar: Bondage and Freedom, Vol. 2
9. Singh Ayodhya: Bharat Ka Mukti Sangram
10. Patel Vallabh Bhai: Correspondence, Writings and Speeches
11. Agrow D.: Moderates and Extremist in the Indian National Movement
12. Gupta M.N.: History of the revolutionary Movement in India
13. Moon Penderal: Divide and Quit
14. Sarkar Sumit: Adhunik Bharat
15. Chand Tara: History of Freedom Movement in India, Vol. 3
16. Mehrotra S.R: The Emergence of Indian National congress
17. Chandra Bipan and Others: Freedom Struggle
18. Delanty Gerard & Kumar Krishna, Nations & Nationalism

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## MJC-11

### History of Modern India (1947-2000)

#### Course Outcome:

- Students will learn about the post-war Developments of Social, Political and Economic scenarios of India.

MJC-11 History of Modern India (1947-2000)		(5 Credits)
Unit	Topics to be covered	No. of Lectures
I	<b>The Impact of Colonialism and National Movement:</b> a) Impact of Colonialism on Political, Social, Economic System and Cultural Values. b) National Movements after Independence: Its significance, Value and Legacy c) Partition and Independence of India: Role of Congress & Communists, Hindu Mahasabha and others d) Integration of Princely States; special discussion on Hyderabad, Junagarh and Jammu & Kashmir	12
II	<b>Indian Constitution and Consolidation as a Nation:</b> a) Definition of Bharat (India) as 'Shaswat Rashtra' and Framing of Indian Constitution - Constituent Assembly - Draft Committee Report - declaration of Indian Constitution, Role of Dr. B.R. Ambedkar, Indian constitution - Basic Features and Institutions. b) The Linguistic Reorganization of the States, Regionalism and Regional inequality c) India's Relations with Neighbouring countries; Pakistan, China, Nepal, Sri Lanka, Afghanistan and Myanmar. d) Evolution and Development of Parliamentary Democracy	12
III	<b>Developments in India since independence:</b> a) Politics in the States: Tamil Nadu, Andhra Pradesh, Assam, West Bengal and Jammu & Kashmir, the Punjab crisis. b) Development of Science, Technology and Modern Education System & Policies. c) Industrial Policy; Emergence of Public Sector Enterprises d) Social Justice; Law & Politics for the upliftment of the weaker sections and tribal issues.	12
IV	<b>Socio-Economic development since independence:</b> a) Indian Economic development - industrialization, liberalization and globalization. b) Land Reforms: Zamindari Abolition and Tenancy Reforms, Ceiling and the Bhoodan Movement, Cooperatives and an Overview, Agriculture Growth and the Green Revolution and Agrarian Struggles Since Independence	12

	c) Significance of political & social movements, Women Empowerment and the question of Peasant rights d) Issue of Identity Politics: Communalism; Regional and Caste Consciousness; Dalit Politics, Untouchability, Anti-caste Politics and Strategies	
V	India and the World: a) India's Foreign Policy in the Nehru (1947-1964) & post Nehru (1964-2000) period, challenges and responses. b) Issue of Non-Alignment movement after the end of the Cold War. c) Emergence of Terrorism, Issues and Challenges d) India's Role in the Contemporary World.	12
Total		60

### Suggested Readings:

1. Balbushevik, A. & Dyakov, A.M.: A Contemporary History of India
2. Basu, D.D.: Shorter Constitution of India
3. Bettelheim: Charles, India Independent
4. Pal Bipin Chandra: Essay on Contemporary India,
5. Pal Bipin Chandra: India's Struggle for Independence
6. Chahal, S.K.: Dalits Patronized
7. Gadgil D.R.: Policy Making in India
8. Davies, H.A.: Outline History of the World
9. Fisher, H.A.L.: A History of Europe
10. Gaur, Madan, India: 40 Years after Independence
11. Guha, Ranjit (ed.), Subaltern Studies, Vol. I-XI
12. Hasan, Mushirul, India's Partition: Process, Strategy and Mobilization
13. Henderson, O.P., The Industrial Revolution on the Continent
14. Hill, Christopher, From Reformation to Industrial Revolution
15. Hinsely, F.H. (ed.), Modern History: Material Progress and World Wide Problems
16. Jaisingh, Hari, India and Non-Aligned World: Search for A New Order
17. Joll, James, Europe Since 1870: An International History
18. Kothari, Rajni: Democratic Policy and Socialist Change in India
19. Langer, W.L.: Diplomacy of Imperialism
20. Langer, W.L.: European Alliances and Alignments
21. Majumdar, Datta and Ray Chowdhary: Advanced History of India
22. Nanda, B.R., Gandhi: A Biography
23. Nanda, B.R., Jawaharlal Nehru: A Biography
24. Omvedt, Gail, Dalits and Democratic Revolution: Dr. Ambedkar and Dalit



### Movement in Colonial India

25. Palmer, R.A. and Cotton Joel, A History of Modern World
26. Patel, Vallabhbhai, Correspondence, Writings and Speeches
27. Rao, U. Bhaskar, The Story of Rehabilitation
28. Rolls, Eric, History of Economic Thought
29. Rude, George, Revolutionary Europe
30. Sarkar, Sumit, Modern India
31. Satyamurti, T.V., India Since Independence
32. Srinivas, M.N.: Social Change in Modern India
33. Starvrianes, L.S.: The World Science 1500
34. Tara Chand: History of the Freedom Movement in India, Vol. IV
35. Taylor, A.J.P: The Origins of the Second World War
36. Thompson, David: Europe Since Napoleon
37. V.P. Menon: The Story of Integration of the Indian States

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## MJC-12

### Cultural Heritage of India

#### Course Outcome:

- This course enables students to explore various aspects of cultural heritage and cultural diversity in historical perspective that discusses numerous cultural practices that have evolved over centuries.
- They will acquire knowledge of changing socio-cultural scenarios of India. As well as they can gather knowledge about the cultural heritage, cultural forms and cultural expressions performing arts, fairs and festivals.

MJC-12 Cultural Heritage of India		(5 Credits)
Unit	Topics to be covered	No. of Lectures
I	Indian Cultural Heritage: An Introduction a) Meaning, Concept and Historical Background of Cultural Heritage b) Types of Indian Cultural Heritage: Tangible, intangible Oral and Living traditions. c) Significance of Cultural Heritage in Human life. d) Impact and significance of geography on Indian culture.	12
II	Fairs Festivals, Rituals: Ethnic Indian Cultural Construct a) Concepts, Significance and types (Religious, folk, Animals, Monsoon): Historical background and some major fairs of India b) Concepts, Significance, types and some major Festivals of India: Buddha Poonnima, Diwali, Dusshera, Holi, Onam, Pongal Guru Parb, Eid- Ul-Fitr, Navroz, Swatantra Diwas c) Meanings, concepts, significance and importance of Ritual in human life, Types of Ritual: An Introduction (Nature Worship, Domestic Worship, Samskara); d) Concepts of Tirthas: Some important Tirthas of India (Amarnath, Haridwar, Vrindavan, Pushkar, Prayag, Dwarka, Puri, Rameshwaram, Guruvayur, Kashi, Ayodhya)	12
III	legends, Narratives and Cultural Ethos a) Meaning, significance, forms and tradition of legends and their historical background in India. b) Ramayana and Mahabharata: Tradition of Cultural Heritage; c) Ancient Indian fables of ethical and moral values: Panchtantra, Jataka. d) Nature, Culture and Environment in India; Inter relationship; Environment and Environmental consciousness in Indian ethos and philosophy.	12
IV	UNIT IV Traditional Performing Art a) The source of performing Indian classical Art: Bharat Natya Shashtra, Works of Kalidas & Bhasa b) Indian Classical Dances as Cultural Dances: Bharatnatyam, Kathak,	12

	Kuchipudi, Kathakali etc. c) Folk dances and theatre: Regional variation, some important folk dances, Garba, Ghoomar, Lavani, Changlo, Giddha, Kalbelia etc. d) Oral Tradition and performing Arts- Bhajan, Katha, Sankirtan, Harikatha, Vedic Chants, Gurbani (Gurugranth) as Intangible Cultural Heritage.	
V	UNIT V Architecture and Built Heritage a) Meaning, Definition and Ideas of Built Heritage: Brief survey of Shelter, pit dwellings, Rock Alignments, Memorials, Shrines, Water tanks, Garden b) Significance and Contribution of Architecture and Built Heritage in Cultural Life of India. c) Some important Monuments of India Shore Temple (Mahabalipuram), Ajanta-Ellora, Bhimbetka, Sarnath, Nalanda, Sanchi, Konark, Khajuraho, d) Some important historical monument: Hampi, Vijayanagar, Chittorgarh Fort & Kirti Stambh, Taj mahal, Golden Temple, Red fort, Amber fort, Hazratbal, .	12
<b>Total</b>		<b>60</b>

### Suggested Readings:

1. Achaya, K.T, Indian food: A Historical Companion, oxford University Press, 1998.
2. Banga, I. (ed): The City in Indian History : Urban Demography, Society and Politics, Delhi, Manohar, 1991
3. Basham A.L: The wonder that was India. Picador Publisher, Indian ed. 2014
4. Biswas Shekhar: Protecting the Cultural Heritage (National Legislation and International Convention, Aryan Books International, 1999.
5. Bose N.K : "Culture Zones of India" in culture and Society in India, Asia publishing House
6. Dinkar Ramdhari Singh: Sanskriti ke chaar Adhyaya, Udyanchal Publishers
7. Gokulsing, K. Moti : Popular Culture in a Globalized India, New Delhi, Routledge, 2009
8. Hansen Kathryn: Grounds for play, The Nautanki Theatre of north India, University of California
9. Mehta Bhanu Shankar: Ramlila Varied Respective , B.R Publishing Corporation, 2011
10. Narayan S.: Indian Classical Dances, Shubhi Publications, 2005.s
11. Prakash, H.S :Shiva Traditional Theatres, Incredible India Series, New Delhi, 2007
12. Radhakrishnan S.: "Culture of India" in the Annals of the American Academy of Political and Social Science, Vol 233, India Speaking (may 1944).pp 18-21



13. Rangacharya A.: The Natya shastra, English translation with critical Notes, New Delhi, Munshiram Manoharlal Publishers Pvt Ltd.
14. Thapiyal K. , Shukla S.: Sindhu Sabhyataien, Lucknow, 2003
15. The Director General Survey of India (ed.) Guide Books: World Heritage Series, New Delhi
16. Tiwari Shashi, Origin of Environmental Science from Vedas. A Research paper presented at the National Seminar on "Science and Technology" in Ancient Indian Text, Special Centre for Sanskrit Studies. JNU, 9-10th, January, 2010
17. Varadara Raman: Glimpses of Indian Heritage, Popular Prakashan Private Ltd., Bombay, 1989
18. Varapande, M.L : History of Indian Folk Theatre (Lok Ranga Panorama of Indian Folk Theatre) Abhinav Publications, 1992
19. Vasudev V.: Fairs and Festivals, Incredible India series, 2007

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## MIC-7

### History of India (1200-1707)

#### Course Outcome:

- To develop understanding regarding the major political developments in the History of India during the period.
- To have knowledge about the changes and continuities in the field of culture, especially with regard to Art, Architecture, Bhakti and Sufi movement.
- To delineate the development of trade and urban complexes during this period.

MIC-7 History of India (1200-1707)		(3 Credits)
Unit	Topics to be covered	No. of Lectures
I	<b>Medieval India</b> a) Important sources of Medieval Indian History b) Early Turks, Khaljis, and Tughlaqs, Invasion of Timur c) Vijayanagara Empire: Administration, Society and Economy	6
II	<b>Afghans and Mughals</b> a) Afghan Rule: Lodis and Surs b) Establishment and Expansion of Mughal Empire c) Administration and Revenue System	6
III	<b>Aurangzeb, Shivaji and Other Powers</b> a) Rise of Marathas under Shivaji b) Maratha Administration, Concept of Hindu Pad Padshahi c) Aurangzeb and Decline of the Mughal empire	6
IV	<b>Society and Economy</b> a) Hindu Society and Muslim Society, Divisions and Occupational groups, Education, Position of Women b) Development of Agriculture, Trade and Commerce, Process of Urbanisation	6
V	<b>Religion and Culture</b> a) Bhakti and Sufi movement b) Development of Literature, Art and Architecture	6
<b>Total</b>		<b>30</b>

## Suggested Readings

1. Srivastava, A.L., *Delhi Sultanate (English or Hindi Version)*, Shiv Lal Agarwal & Co., Agra, Reprint, 2017
2. Srivastava A.L., *The Mughal Empire (English or Hindi Version)*, Shiv Lal Agarwal & Co., Agra, Reprint, 2017
3. Yadav B.N.S., *Society and Culture in North India in the 12th century*, Raka Prakashan, Prayagraj, 2012
4. Majumdar B.P., *Socio-Economic History of Northern India*, Firma K.L. Mukhopadhyay (1960)
5. Purandare Babasaheb, *Raja Shivachattrapati, Vol. I & II*, Purandare Prakashan, 2020
6. Ojha, G.H., *Rajputane Ka Itihas, (Hindi)*, Vaidik Yantralaya, Ajmer, 1927
7. Prasad, Ishwari, *Medieval India (English or Hindi version)* 4<sup>th</sup> ed., Digitized 2006
8. Sarkar J.N., *Life and Times of Shivaji*, Orient Blackswan Pvt.Ltd., New Delhi, 2010
9. Majumdar, Raychaudhary & Dutta, *An Advanced History of India*, Laxmi Publications, 2016
10. Habib Mohammad and Nizami K.A., ed., *Comprehensive History of India, Vol. V, The Delhi Sultanate*, PPH, 1992
11. Majumdar R.C. & others (ed.), *The History and Culture of the Indian People Vol. 6, the Delhi Sultanate*, Bhartiya Vidya Bhawan, 2006
12. Pande, Rekha, *Religious Movements in Medieval India*, Gyan Publishing House, 2005
13. Chandra Satish, *Uttar Mughal Kalin Bharat Ka Itihas*, Minakshi Prakashan, 1974
14. Shrivastava Nripendra Kumar, *Process of Urbanisation of Bihar during the Medieval Period*, Janki Publication, Patna, 2014
15. Shrivastava Ashivadi Lal, *Delli Sultanat, (Hindi)*
16. Chandra Satish, *Madhyakalin Bharat*, Bhag-1

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## MIC-8

### History of Modern World (1919- 1945)

#### Course Outcome:

- The students will have an understanding of an era of shifting history from Euro centric to World.
- They will be able to comprehend the turbulent times when totalitarianism rose as an alternative to democratic and liberal ideal and also the growing desire for peace through formation of organizations such as United nations.

MIC-8 History of Modern World (1919- 1945)		(3 Credits)
Unit	Topics to be covered	No. of Lectures
I	<b>A New World Order</b> a) Formation of the League of Nations: Organizations, Achievements & Failures b) Formation of ICJ & ILO	6
II	<b>Rise of Totalitarianism</b> a) Failure of Weimar Republic & Rise of Nazism in Germany b) Factors leading to the Growth of Fascism in Italy c) Rise of Militarism in Japan	6
III	<b>Anti-Imperialist Movements between the Great Wars</b> a) Arab Nationalism b) Nationalist Movement in China with reference to The role of Dr.Sun Yat-Sen	6
IV	<b>Crisis of Capitalism</b> a) The Great Economic Depression: 1929 b) Reconstruction and New Deal Policy of F.D Roosevelt	6
V	<b>Quest for security and road to Second World War</b> a) Causes and Consequences of Second World War b) U.N.O its Organization and Achievements	6
<b>Total</b>		<b>30</b>



## Suggested Readings

1. Barzun Jacques from Dawn to Decandence 500 years of western Cultural life : 1500- present New York, Harper Collins 2001
2. Benns F. Lee : Europe Since 1914
3. Car, E.H (1948) International Relations between two World Wars (1919-1939), Delhi, Macmillian & Co.
4. Carsten. F.L (1982) : The Rise of Fascism University of California Press
5. Cayley, E.S (1856) The European revolutions of 1848, London Smith Elder & Co. Vol I and II
6. Contemporary History of the World by Edwin Augustus Grosvenor
7. Crawley C.W (1965) The new Cambridge modern History Volume 9. War & Peace in an age of upheaval. 1793-1830. Cambridge University Press.
8. Dhar, S.N (1967) : International Relations and World Politics since 1919, Bombay, Asia Publish House
9. Doenecke Justus D. Stoler Mark A (2005). Debating Franklin D roosevelt's Foreign Policies. 1933-1945 Rowman & Little field
11. Dunan Marcel Larousse: Encyclopedia of Modern History from 1500 to the Present day, New York Harper & Row, 1964.
12. Duruy V & Grosvenor E.A (1894) History of modern times: From the fall of Constantipole to the French Revolution, New York H Holt and Company
13. Walters FP: A History of the League of Nations (oxford 1965)
14. Gaddis John Lewis (1972) The UNITED States and the Origins of the Cold War, 1941- 1947 Columbia University Press
15. Grosvenor, Edwin A Contemporary History of the World New York and Boston T.Y Crowell & Co. 1899
16. Webster Henry Kitchell : Early European History
17. Michelet Jules, Mary Charlotte, Mair Simpson : A summary of Modern history

### Course Structure (Semester VII)

Sl.No.	Name of the Course	Type of Course	L-T-P	Credit	Marks
1.	Asian Resurgence	MJC-13	5-1-0	5	100
2.	Research Methodology	MJC-14	5-1-0	5	100
3.	History of Communication	MJC-15	6-1-0	6	100
4.	History of India:1707-1857	MIC -9	4-1-0	4	100
<b>Total Credit-20</b>					

The **question paper pattern** for all courses shall consist of three parts –

Part A – Compulsory – consisting of objective/multiple choice type-

Each carrying two marks

10x2 = 20 marks

Part B – Short Answer Type – Four questions to be answered out of six questions-

Each carrying five marks

04x5 = 20 marks

Part C – Long Answer Type – Three questions to be answered out of five questions-

Each carrying five marks

03x10 = 30 marks

**Total: 100 Marks      End Semester Examination: 70 Marks**

**CIA: 30 Marks**

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## MJC-13

### Asian Resurgence

#### Course Outcome:

- Students will be able to analyze how global forces of Economic, Political and Cultural Change affecting Contemporary Asian Societies.
- They will be able to explain basic historical linkages between Asia and the world, including economic and cultural linkages.

MJC-13 Asian Resurgence		(6 Credits)
Unit	Topics to be covered	No. of Lectures
I	Rise of Nationalities & Cultures a) Geographical Outline of Asia & Concept of Resurgence. b) Historical Development of China & Japan. c) Rise of Nationalities in West & Central Asia. d) History & Culture of South East Asia.	12
II	Resistance & Resurgence of Japan a) Crisis & Challenges: Opium Wars and opening of Japan. b) National Identity and Japan's Meiji Restoration, 1868-1894. c) Rise of Imperial Japan in the beginning of 20th Century. d) Rise of Japan as World Power 1919-1939.	12
III	East Asia in the Age of Imperialism and Nationalism, 1868-1945 a) China's reaction to imperialism; the nationalist movement 1911-1927. b) Chinese search for identity 1930-1947. c) Age of Chinese domination 1947-1990. d) Prosperity and Growth of China.	12
IV	Asia and its resistance to Cold War a) Communism and East Asia b) Cold War and Korea. c) Occupation, Reconstruction, and Prosperity in Japan 1945-1970 d) The Resistance in Vietnam.	12
V	Emerging trends and emergence of ideologies in West Asia a) Nationalism: Arab, Iranian and Turkish. b) Emergence of Mohammad Ali Pasha and his reforms. c) Disputes: Arab-Israel, Iran-Iraq, Ethnic-Sectarian Conflict. d) The Changing political and strategic environment: Regional and Global Implications.	12
<b>Total</b>		<b>60</b>



### Suggested Readings:

1. Azad, Abul Kalam (1988). India Wins Freedom: The Complete Version. Madras and Hyderabad: Orient Longman.
2. Bagchi, A.K. (1982). The Political Economy of Underdevelopment. Cambridge: Cambridge University Press.
3. Bhagavan, Manu (2010). A new hope: India, the UNITED Nations and the making of the universal declaration of human rights. Modern Asian Studies, vol. 44, No. 2, pp. 311-347.
4. Chowdhury, Anis (2009). Microfinance as a poverty reduction tool—a critical assessment. Working Paper, No. 89 (ST/ESA/2009/DWP/89). New York: UNITED Nations Department of Economic and Social Affairs.
5. Cumings, Bruce (1984). The legacy of Japanese imperialism in Korea. In The Japanese Colonial Empire, 1895-1945, Ramon H. Myers and Mark R. Peattie, eds. Princeton, New Jersey: Princeton University Press.
6. Feeny, David (1982). The Political Economy of Productivity: Thai Agricultural Development, 1880-1975. Vancouver: University of British Colombia.
7. Hasan, Pervez (2008). Pakistan. In Handbook on the South Asian Economies, Anis Chowdhury and Wahiduddin Mahmud, eds. London: Edward Elgar.
8. Ingram, James C. (1971). Economic Change in Thailand 1850-1970. Stanford: Stanford University Press.
9. Jolly, Richard, and others (2004). UN Contributions to Development Thinking and Practice. Bloomington, Indiana: Indiana University Press.
10. Manarungsan, S. (1989). Economic Development of Thailand 1850-1950, Response to the Challenge of the World Economy. Bangkok: Institute of Asian Studies.
11. Myers, Ramon H., and Mark R. Peattie, eds. (1984). The Japanese Colonial Empire, 1895-1945. Princeton, New Jersey: Princeton University Press.
12. Robinson, E.A.G., and Keith Griffin, eds. (1974). The Economic Development of Bangladesh within a Socialist Framework: Proceedings of a Conference by International Economic Association. London: Macmillan.
13. Sapir, Jacques (1996). Inflation and transition: from Soviet experience to Russian reality. In Financial Fragility, Debt and Economic Reforms, Sunanda Sen, ed. London: Macmillan.
14. Simmons, Colin (1985). "De-industrialization", industrialization and the Indian economy, c. 1850-1947. Modern Asian Studies, vol. 19, No. 3, pp. 593-622.
15. Wightman, David (1963). Toward Economic Co-operation in Asia: The UNITED Nations Economic Commission for Asia and the Far East. New Haven, Connecticut: Yale University Press for the Carnegie Endowment for International Peace.
16. Yong, Tan Tai (2005). The Garrison State: Military, Government and Society in Colonial Punjab, 1849-1947. New Delhi: Sage.
17. Pruthi R.K., Deepa Bhandari: Adhunik Asia ka Itihas, 2017 Arjun Publishing House, New Delhi.
18. Pandey Dhanpati, Motilal Banarasidas : Adhunik Asia ka Itihas (1997). Publication, Varanasi.
19. Vinake Herald M., Translated by Kumari Mishla Mishra: Purva Asia Ka Adhunik Itihas (1994), Uttar Pradesh Hindi Sansthan, Lucknow.
20. Upadhyay, Vidyanand : Dakshin Purva Asia Ka Rajneetik Itihas (1987), Bihar Hindi Granth Akademi, Patna



## MJC-14

### Research Methodology

## MJC-15

### History of Communication in India

#### Course Outcome:

- This course will enable students to understand past of Communication in India.
- They will also understand in depth various dimensions of communication in Indian Past.

MJC-15 History of Communication in India		(6 Credits)
Unit	Topics to be covered	No. of Lectures
I	<b>Communication: Concept and History</b> a) Communication: Definition, Concept, Elements & Scope. b) Types of communication: Formal and Informal, Verbal and Non-Verbal, Oral and Graphic. c) Different Process, Functions, Theories and Philosophy of Communication. d) History of Communication: A Brief Survey, Primitives, Petroglyphs, Pictogram, Ideograms, Writing, Printing.	12
II	<b>Means of Communication</b> a) Art as means of Communication: Painting, Sculpture, Symbols, Signals b) Folk and Community Communication- Folk songs, Folklore, Folk craft, Legends. c) Performing Art as effective Communication: Dance, Drama, Theatre, Puppetry, and Storytelling. d) Changing dimensions of Communication in Modern times. Basic Knowledge of new means of Communication: Telephone/ Phonograph/ Radio/ Television/Fax/ Mobile /Computer/Internet/ Digital.	12
III	<b>Writing and Language as Communication</b> a) Inscription as a source of Communication b) Evolution of Printing in India. c) History of Newspaper in India. d) An Introduction of the History of Advertisement	12
IV	<b>History of the Ideas of Communication in India</b> a) History of the Communication in India: Narad, Krishana, Buddha, Shankar, Vivekananda and Gandhi. b) Literature as communicators in India: Myth and legends, Natyashastra, Meghdoot, Panchtantra, Gurugranth Sahib, Ramcharita Manas. c) Live examples of Visual arts in India: Bhatti chitra, Rock Art and Potteries.	14

V	Museum & Archive Communication a) Museum and archives as a source of historical and cultural communication. b) Museum: Artifacts, Galleries, Exhibition and outreach programme. c) Monument as a living Museum. d) Case study of any Art Museum.	10
Total		60

### Suggested Readings:

1. Vatsyayan, Kapila : Traditional Indian Theatre
2. -----: Tradition of Indian Folk Dance
3. -----: Bharat the Natyashashtra
4. Bim Mason: Painted Rock shelters of India
5. Mukharji Ajit: Folk Art of India
6. Singhal & Rogers: Indian Communication Revolution: From Bullock Cart to Cybers Marts
7. Ahuja B.N: History of India Press
8. Das Sukumar: The Book Industry in India: Context, Challenges and Strategy
9. Diringer David: The Book before printing, Ancient, Medieval and Oriental
10. Mukhopadhyay DD: Folk Arts and Social Communication
11. Zimmer H.: Myth and Symbolism in Indian Art and civilization
12. Werner & Tankard: Communication- Theories Origin & Method
13. Pandey Rajbali : Indian Rocks painting: Their Chronology, Technique and Preservation
14. Pandey S.K. : Indian Rock Art, Aryan Book Ltd, New Delhi, 1993
15. Chakravartey Somnath: Interpreting Rock Art in India, A holistic and Cognitive Approach
16. Wakankar V.S: Painted Rock shelters of India
17. Raymond William : Communication, Culture & Media

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## MIC-9

### History of India (1707-1857)

#### Course Outcome:

- The students will be able to trace the British colonial expansion in the political contexts of eighteenth-century India.
- They will learn about the changes in society, politics, religion and economy during this period.
- They'll also acquire knowledge about the Freedom Struggle.

MIC-9 History of India (1707-1857)		(4 Credits)
Unit	Topics to be covered	No. of Lectures
I	<b>Downfall of Mughals and Maratha Power</b> a) Disintegration of Mughal Power: Main Political Trends b) Expansion of Maratha Kingdom under Peshwas and Maratha confederacy c) Causes of the Downfall of Maratha power- Third Battle of Panipat	8
II	<b>Rise of Indian States</b> a) Rise of Punjab and Bengal in the 18 <sup>th</sup> Century b) Rise of Hyderabad and Awadh in the 18 <sup>th</sup> Century	8
III	<b>Expansion of East India Company's Rule</b> a) Ascendancy of English East India Company: Battle of Buxar and Plassey; Their effects b) Territorial Expansion of East India Company 1765- 1856	8
IV	<b>Administration of East India Company</b> a) Economic Policies- Agriculture, Trade, Banking, Land revenue b) Response of Indian Society and socio-religious reform movements	8
V	<b>Resistance to Colonial Power</b> a) Tribal Revolts: Bhil, Kol, Santhal, Gond and others b) First War of Independence: Causes, Nature	8
<b>Total</b>		<b>40</b>

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### Suggested Readings:

1. Banerjee A.C : The New History of modern India (1707-1947)
2. Basu B.D. : Rise and Fall of Christian Power in India, Vol. II
3. Grover B.R : A new look on Modern Indian History
4. Bayly C.A : An illustrated History of Modern India 1600-1947
5. Chabra, G.S. : Advance History of Modern India
6. Kumar D. : The Cambridge Economic History of India
7. Desai A.R: India's Path of Development
8. Desai, A.R. : Social Background of Indian Nationalism
9. Dodwell : A Sketch of the History of India
10. Dutta, K.K : Social History of Modern India
11. Freedenberg, R.E : Land Control and Social Structure in India
12. Prasad I. & Subedar: History of Modern India (English or Hindi)
13. Farquhar J.N : Modern Religious Movements in India
14. Sarkar J.N. : Mughal Economy
15. Veluthat Kesvan : Political Structure of Early Medieval South India
16. Lal, Sunder : Bharat me Angreji Raj
17. Ali M. Athar : Mughal Nobility under Aurangzeb
18. Mishra, B.B : Administrative History of modern India
19. Karashima Nobora : South Indian History and Society
20. Marshall P.J.: The Eighteenth century in Indian History
21. Majumdar R.C : British Paramountcy and Indian Renaissance (Part I)
22. Dutt R.P : India Today
23. Tripathi R.P. : The Rise and Fall of Mughal Empire
24. Muir Ramsay: The making of British India
25. Sarkar Sumit : Modern India
26. Sarkar Sumit: Adhunik Bharat
27. Sen Sunil K. : Agrarian Relations in India, 1793-1947
28. Singh, G.N : Constitutional Development of India
29. Stein Burton : The Making of Agrarian Policy in british India, 1770-1900
30. Gordon Stewart: The Marathas 1600-1818
31. Sarkar Sumit: Modern India 1885-1947
32. Metcalf Thomas: Ideologies of the Raj
33. Thompson & Garret : Rise and Fulfillment of British Rule in India

Page 48 of 53

### Course Structure (Semester VIII)

Sl.No.	Name of the Course	Type of Course	L-T-P	Credit	Marks
1.	Bihar Through the Ages	MJC-16	4-1-0	4	100
2.	Indian National Movement 1857-1947	MIC - 10	4-1-0	4	100
3.	Research Project/ Dissertation	RP- 1	-	12	100
<b>Total Credit-20</b>					
<b>Exit Option</b> A student will be awarded Degree in UG Honours Major and Minor if he/she earns all credits of I, II, III, IV, V, VI, VII & VII Semester. Students who want UG Degree Honours with Research in Major he/she must obtain 7.5 CGPA and above in the I to VI Semester. Such students can choose a research stream in the fourth year if they can (80 Credits, including 12 credits from a research project/dissertation). They will be awarded UG Degree (Honours with Research)					

The **question paper pattern** for all courses shall consist of three parts –

Part A – Compulsory – consisting of objective/multiple choice type-

Each carrying two marks

10x2 = 20 marks

Part B – Short Answer Type – Four questions to be answered out of six questions-

Each carrying five marks

04x5 = 20 marks

Part C – Long Answer Type – Three questions to be answered out of five questions-

Each carrying five marks

03x10 = 30 marks

**Total: 100 Marks      End Semester Examination: 70 Marks**

**CIA: 30 Marks**

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*Chaitanya*  
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*Ashu*  
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*Deepthi Kumar*  
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*Luana*  
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*Arshika*  
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## MJC-16

### Bihar Through the Ages

#### Course Outcome

- The student will understand the connection between Regional history, National history and World history.
- They will know how their ancestors lived in this territory, where they are living today.
- They will understand the problems, their ancestors faced and how they countered those problems.
- They will know about the fragrance of the culture of Bihar.

MJC-16 Bihar Through the Ages		(4 Credits)
Unit	Topics to be covered	No. of Lectures
I	<b>Historical and Political History of Bihar</b> a) Historical Geography of Bihar: From Pre-Historic times to 1200 b) Bihar during Sultanate and Mughal period c) Bihar's role in Indian Freedom Struggle: Revolt of 1857, Champaran Satyagraha, Non-Cooperation Movement, Civil Disobedience Movement, Quit India Movement d) Creation and Reorganization of Modern Bihar: 1912, 1935, 2000	12
II	<b>Art and Architecture</b> a) Art and Architecture in Bihar: Mauryan, Gupta, Post Gupta, Delhi Sultanate and Mughals b) Buddhist Sculptures, Ashoka Pillars and Pala Art c) Patna Kalam, Manjusha Painting, Madhubani Painting d) Historical monuments of Bihar: Barabar Caves, Vaishali Stupa, Nalanda Mahavihara, Mahabodhi Temple, Tomb of Sher Shah Suri, Golghar,	12
III	<b>Cultural History</b> a) Folk Dances and Folk Tales: Jhijhiya, Jat-Jutin, Sama Chakwa, Jhumar, Vidyapati Nach, Puja Aarti, Domkach, Kathghorwa, Nach, Kajree, Launda Nach, Bidesiya, b) Festivals and Fairs: Chatta Puja, Shrivani Mela, Sonapur Cattle Mela, Mukar Sankranti, Pritraksha Mela, Rajgir Mahotsava c) Religious Sects: Buddhism, Jainism, Sufism d) Educational Institutions: Nalanda, Vikramshila, Mithila School of Education, Udantpuri	12
IV	<b>Socio-Economic History</b> a) Panji Prabandha of Mithila b) Agriculture, Craft and Industry c) Trade and Commerce d) Urbanization	12



V	<b>Great Personalities of Bihar</b> a) Janak, Jeevak, Yajnavalkya, Maitreyi, Gargi b) Mandan Mishra, Jyotireswar, Chandeshwar, Vidyapati, , Sant Dariya Saheb, c) Babu Kunwar Singh, Yogendra Shukla, Baikuntha Shukla, Rajendra Prasad, Mazharul Haque, Jaiprakash Narayan, Jagjivan Ram, Siyaram Singh, Veer Chand Patel, Dashrath Manjhi and Yamuna Karjee	12
<b>Total</b>		<b>60</b>

### Suggested Readings

1. Diwakar R.R.: Bihar Through the Ages
2. Choudhary R.K.: History of Bihar
3. Sinha B.P.: Comprehensive History of Bihar vol. I Part I&II
4. Ahmad Q.: Patna through the Ages
5. Askasi S.H. & Qeyamaddin Ahmad (ed.) Comprehensive History of Bihar Vol. III Part I&II
6. Dutta K.K. : History of Freedom Movement in Bihar 3 Vols
7. Sinha Ranjan: Aspect of Society and Economy of Bihar (1765-1856)
8. Singh Sudhir Kr. :Press, Politics and Public Opinion in Bihar (1912-1947)
9. Raza Syed: Mazharul Haque; An Epitome of Indian Liberation and Communal Harmony
10. Patel Hitendra: Commutation and Intelligentsia in Bihar
11. Nayak Rajesh Kr.: Micro and Macro Prospection of Commutations in Bihar, Gyan Bharati, Varanasi 2014
12. Das Pramodanand & Kumar Amrendra: Bihar Itihas Evam Sanskriti
13. Dutta K.K. & Narain V.A. Ed): Comprehensive History of Bihar Vol. III Part I & II.
14. Shrivastava Nripendra Kr., History of Bihar
15. Shrivastava Nripendra Kr., Process of Urbanization of Bihar During the Medieval Period, Janaki Publication, Patna
16. Jha Aditya Chandra (ed), Researches in the History and Culture of Bihar

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Page 51 of 53  
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## MIC-10

### Indian National Movement (1857-1947)

#### Course Outcome:

- The contents of the syllabus are designed to cover core issues pertaining to the vast canvass of Nationalist history so that the student at the undergraduate level is equipped to focus upon the core ideas of the National Movement in its contextuality.
- The student will be able to understand India's quest for Independence and Nation-building are interwoven scripts of history, debated most widely at the global level with various angles.
- They will comprehend India's National Movement has a vast and divergent ideological base with inner contradictions.

MIC-10 Indian National Movement (1857-1947)		(4 Credits)
Unit	Topics to be covered	No. of Lectures
I	Rise of Mass Nationalism a) Factors leading to growth of Nationalism in India & Social Background of Indian Nationalism. b) Congress- Moderates & Extremists	6
II	From Swadeshi to Home Rule a) Economic Nationalism, Idea of Swadeshi, Swadeshi Movement & Congress Split at Surat b) Idea & formation of Muslim league c) Entry of Gandhi: Regional Movements, Rowlatt Satyagrah, Khilafat Issue	6
III	Mass Movements of Congress & Alternative Ideologies a) Non Cooperation Movement b) Simon Commission, Nehru Report and Civil Disobedience Movement c) Tripuri crisis: Issues and Ideas of Subhash Chand Bose, Quit India movement.	6
IV	Rise of Peasant, Workers, Tribals' Movement a) Peasant Issues since 1919, formation of Regional Peasant Associations and all India Kisan Sabha, Role of Madan mohan Malviya & Sahjanand Saraswati. b) Rise of Industrial Worker Class, its issues and Formation of Trade Unions.	6
V	Road to Partition Independence a) Constitutional Formulas: Wavell Plan, Cripps and Cabinet Mission b) Mountbatten plan, Circumstances leading to Partition & Independence	6
<b>Total</b>		<b>30</b>

### Suggested Reading

1. Sarkar Sumit: Modern India 1885 n 1947. Macmillian, 1983
2. Jeffery R., Masseloss J: From Rebellion to the Republic
3. Brass Paul: The Politics of India since Independence
4. Subramanian K.G: The Living Tradition: perspectives on Modern Indian Art.
5. Dutta. K.K: Social History of Modern India
6. Desai A.R.: Social background of Indian Nationalism
7. Desai A.R.: India's Path of Development
8. Prasad, Bisheswar: Bondage and Freedom, Vol. 2
9. Singh Ayodhya: Bharat Ka Mukti Sangram
10. Patel Vallabh Bhai: Correspondence, Writings and Speeches
11. Agrow D.: Moderates and Extremist in the Indian National Movement
12. Gupta M.N.: History of the revolutionary Movement in India
13. Moon Penderal: Divide and Quit
14. Sarkar Sumit: Adhunik Bharat
15. Chand Tara: History of Freedom Movement in India, Vol. 3
16. Mehrotra S.R: The Emergence of Indian National congress
17. Chandra Bipan and Others: Freedom Struggle
18. Delanty Gerard & Kumar Krishna, Nations & Nationalism

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