NATIONAL EDUCATION POLICY-2020

Common Minimum Syllabus for all Uttarakhand State Universities and Colleges for First Three Years of Higher Education

PROPOSED CO-CURRICULAR SYLLABUS

2021

Curriculum Design Committee, Uttarakhand

Sr.No.	Name & Designation	
1.	Prof. N.K. Joshi Vice-Chancellor , Kumaun University Nainital	Chairman
2.	Prof. O.P.S. Negi Vice-Chancellor , Uttarakhand Open University	Member
3.	Prof. P. P. Dhyani Vice-Chancellor , Sri Dev Suman Uttarakhand University	Member
4.	Prof. N.S. Bhandari Vice-Chancellor, Soban Singh Jeena University Almora	Member
5.	Prof. Surekha Dangwal Vice-Chancellor, Doon University, Dehradun	Member
6.	Prof. M.S.M. Rawat Advisor, Rashtriya Uchchatar Shiksha Abhiyan, Uttarakhand	Member
7.	Prof. K. D. Purohit Advisor, Rashtriya Uchchatar Shiksha Abhiyan, Uttarakhand	Member

EXPERT COMMITTEE

S.N.	Name	Designation	Department	Affiliation
1.	Prof. Devi Prasad Tripathi	Vice-Chancellor Uttarakhand Sanskrit University, Haridwar		
2.	Prof. P.C. Kavidayal	Director, Sir J.C Bose Campus, Bhimtal	Management	Kumaun University, Nainital
3.	Prof Rajeev Upadhyay	Director IQAC	Geology	Kumaun University, Nainital
4.	Prof Atul Joshi	Head/ Dean	Commerce	Kumaun University, Nainital
5.	Prof Divya Upadhyay	Director	UGC HRDC	Kumaun University, Nainital
6.	Dr Bhaskar Chaudhary	Assistant Professor	Education	SSJ University, Almora
7.	Dr Ashutosh Bhatt	Assistant Professor	Computer Science	UOU
8.	Dr Jitendra Pandey	Assistant Professor	Computer Science	UOU
9.	Dr. Mahendra Rana	Assistant Professor	Pharmaceutical Sciences	Kumaun University, Nainital
10.	Dr. Nandan Singh Bisht	Assistant Professor	Economics	Kumaun University, Nainital
11.	Dr. Ritesh Sah	Assistant Director	UGC-HRDC	Kumaun University, Nainital
12	Dr. Sparsh Bhatt	Assistant Professor	Statistics	Kumaun University, Nainital

SYLLABUS PREPARATION COMMITTEE

S.N	Name	Designation	Department	Affiliation
1.	Prof. Devi Prasad Tripathi	Vice-Chancellor Uttarakhand Sanskrit University, Haridwar		
2.	Prof Rajeev Upadhyay	Professor	Geology	Kumaun University, Nainital
3.	Prof. Jaya Tewari	Head	Sanskrit	Kumaun University, Nainital
4.	Dr. Lajja Bhatt	Assistant Professor	Sanskrit	Kumaun University, Nainital
5.	Dr. Mahendra Rana	Assistant Professor	Pharmaceutical Sciences	Kumaun University, Nainital
6.	Dr. Nandan Singh Bisht	Assistant Professor	Economics	Kumaun University, Nainital
7.	Dr. Reetesh Sah	Assistant Director	UGC-HRDC	Kumaun University, Nainital
8.	Dr. Sparsh Bhatt	Assistant Professor	Statistics	Kumaun University, Nainital
9.	Dr. Deepakshi Joshi	Assistant Professor	Law	Kumaun University, Nainital
10.	Dr Ashutosh Kumar Bhatt	Assistant Professor	Computer Science	Uttarakhand Open University, Haldwani
11.	Dr Manish Tripathi	Assistant Professor		S.S.J Campus, S.S. J University, Almora
12.	Dr. Jetendra Pnde	Assistant Professor	Computer Science	Uttarakhand Open University, Haldwani
13.	Dr. Bhaskar Chudhary	Assistant Professor	Education	S.S.J Campus, S.S. J University, Almora
14.	Dr. Archana Sah Negi	Assistant Professor	Pharmaceutical Sciences	Kumaun University, Nainital
15.	Dr. Pradeep Kumar	Teaching Personnel	Sanskrit	Kumaun University, Nainital

COMMUNICATION SKILLS

Programme: Undergraduate Programme	**Year:1**	**Semester :1**
Subject:Co-curricular Course		
CourseCode: CCS 01	**Course Title: Communication Skills**	

Course outcomes:

- To understand the concept ofPersonality.
- To learn what personal groomingpertains.
- To learn to make good resume and prepare effectively forinterview.
- To learn to perform effectively in groupdiscussions.
- To explore communication beyondlanguage.
- To learn to manage oneself whilecommunicating.
- To acquire good communication skills and developconfidence.

Credits: Nil	**Core Compulsory**
Max. Marks: 100	**Min. Passing Marks:40**

Total No. of Lectures-Tutorials-Practical (in hours per week): 4-0-0

Unit	Topic	No. of Lectures
Unit I	**PERSONALITY AND PERSONAL GROOMING** Understanding Personality Definition and Meaning ofPersonality Types ofPersonality Components ofPersonality Determinants ofPersonality Assessment of Personality GroomingSelf Dress forsuccess Make up & skincare Hair care & styles for formallook Art ofaccessorizing OralHygiene	7 All topics will include practical learning
Unit II	**INTERVIEW PREPARATION AND GROUP DISCUSSION** Meaning and Types of Interviews [Face to Face, Telephonic,Video] Interview procedure [Opening, Listening,Closure] Preparation for Interview Resume Writing LinkedInEtiquette Meaning and methods of Group Discussion Procedure of GroupDiscussion. Group Discussionsimulation Group discussion commonerror	8 Mock Interviews Included

Unit III	**BODY LANGUAGE AND BEHAVIOUR** Concept of humanbehavior Individual and groupbehavior DevelopingSelf-Awareness Behavior and bodylanguage Dimensions of bodylanguage: Proxemics Haptics Oculesics Paralanguage Kinesics Sign Language Chromatics Chronemics Olfactics Cultural differences in BodyLanguage Business Etiquette & Bodylanguage Body Language in the Post CoronaEra Virtual MeetingEtiquette Social Media Etiquette	07
Unit IV	**ART OF GOOD COMMUNICATION** CommunicationProcess Verbal and Non-verbal communication 7 Cs of effectivecommunication Barriers tocommunication Paralinguistics Pitch Tone Volume Vocabulary Word stress Pause Types of communication Assertive Aggressive Passive ListeningSkills QuestioningSkills Art of SmallTalk Email Writing	**08**

Suggested Reading:

1. Cloninger, S.C., "Theories of Personality: Understanding Person", Pearson, New York, 2008, 5th edition.
2. Luthans F, "Organizational Behaviour", McGraw Hill, New York, 2005, 12thedition.
3. Barron, R.A. & Brian D, "Social Psychology", Prentice Hall of India, 1998, 8thedition.
4. Adler R.B., Rodman G. & Hutchinson C.C., "Understanding Human Communication",Oxford University Press : New York,2011.

Suggested Online Link: None

Suggested equivalent online courses: None

This course can be opted as a co-curricular course by the students of following subjects:

B.A.
B. Com
B.B.A
B.Sc.
B.F.A
B. Lib
B.A.LL.B. (Hons)
.A.LL. B

B.B.A.LL.B.
B. Pharm

Suggested Continuous Evaluation (25 Marks):

Internal Assessment	Marks	External Assessment	Marks
Midterm Test	10	Written Examination	75
Assignment	5		
Presentation	5		
Attendance & class performance	5		

Course Prerequisites:
No pre-requisite required, open to all.

ENVIRONMENT STUDIES AND VALUE EDUCATION

Programme: Under Graduation	**Year:1**	**Semester: 2**
Subject: Co-curricular Course		
CourseCode: CCS 02	**Course Title: 'Environment studies and Value Education**	

Course outcomes:

The mission of the course on Human Values and Environmental Studies is to create morally articulate solutions to be truthful and just and to become responsible towards humanity. The course seeks to establish a continuous interest in the learners to improve their thought process with intent to develop a new generation of responsible citizens capable of addressing complex challenges faced by the society due to disruptions in human interactions effecting human values. This course works towards

Building fundamental knowledge of the interplay of markets, ethics, andlaw,
Look at various challenges faced by individual to counter unethicalissues
Look at core concepts for businessethics
Look at core concepts ofanti-corruption
Look at core concepts for a morally articulate solution evolver to management issues ingeneral,
Issues of sustainable development for a betterenvironment.
To know how environmental degradation has takenplace.
Be aware of negotiations and international efforts to saveenvironment.
How to developsustainably?
Efforts taken up by UN in SustainableDevelopment.
Efforts taken by India in Sustainable Development.

The course intends to create a sense of how to be more responsible towards the environment. Upon finishing of the course students will be able to come up with using ethical reasoning for decision making and frame ethical issues as well as operationalise ethical choices.

The course integratesvarious facets of human values and environment.

Credits: Nil	**Core Compulsory**
Max. Marks: 100	**Min. Passing Marks:40**

Total No. of Lectures-Tutorials-Practical (in hours per week): 4-0-0

Unit	**Topic**	**No. of Lectures**
Unit I	Renewable and Nonrenewable Natural resources. Ecosystem: Concept, structure & functions of ecosystem: producer, consumer, decomposer, food web, food chain, energy flow, Ecological pyramids Conservation of Biodiversity- In-situ & Ex- situ conservation of biodiversity.	**07**
Unit II	Environmental pollution, Role of individual in Pollution control, Social Issues and Environment, Human Population & Environment Sustainable Development, Natural Hazards, India and UN Sustainable Development Goals Concept of circular economy and entrepreneurship Environment Protection Act 1986	**08**

Unit III	International Advancements in Environmental Conservation Role of National Green Tribunal Air Quality Index Importance of Indian Traditional knowledge on environment Bio assessment of Environmental Quality Environmental Management System Environmental Impact Assessment and Environmental Audit	**07**
Unit IV	**Human Values**- Introduction- Values, Characteristics, Types, Developing Value system in Indian Organization, Values in Business Management, value based Organization, Trans –cultural Human values in Management. Swami Vivekananda's philosophy of Character Building, Gandhi's concept of Seven Sins, APJ Abdul Kalam view on role of parents and Teachers. **Human Values and Present Practices–** Issues: Corruption and Bribe , Privacy Policy in Web and social media, Cyber threats, Online Shopping etc. Remedies **Corporate Social Responsibility-** Nature, Levels, Phases and Models of CSR, Corporate Governance. CSR and Modern Business Tycoons Ratan Tata, Azim Premji and Bill Gates. **Holistic Approach in Decision making-** Decision making**,** the decision making process, The Bhagavad Gita: Techniques in Management, Dharma and Holistic Management. **Case Studies**	**08**

Suggested Reading:

1. A foundation course in Human Values and Professional Ethics by RR. Gaur, R. Sangalet.al
2. JUSTICE: What's the Right Thing to Do? Michael J.Sandel.
3. Human Values by A. N. Tripathi New AgeInternational
4. Environmental Management by N.K.Oberoi
5. https://www.un.org/sustainabledevelopment/sustainable-development-goals/
6. https://www.india.gov.in/my-government/schemes
7. https://www.legislation.gov.uk/ukpga/2010/23/contents
8. Daniel Kahneman, Thinking, Fast and Slow; Allen Lane
9. Environment Protection Act 1986; Universal Publications
10. Agarwal,K.C.2001EnvironmentalBiology,NidiPub!.Ltd. Bikaner.
11. BharuchaErach,TheBiodiversityofIndia,MapinPublishingPvt.Ltd.Ahmedabad-380013,India
12. BrunnerR.C.,1989,HazardousWasteIncineration,McGrawHi'llInc.480p
13. ClarkR.S.,MarinePollution,ClandersonPress Oxford(TB)
14. Cunningham,W.P.Cooper,T.H.Gorhani,E&Hepworth,M.T.200 I,EnvironmentalEncyclopedia,JaicoPub!.House.Mumbai.Il96p
15. DeA.K.,EnvironmentalChemistry,WileyEasternLtd.
16. DowntoEarth,CentreforScienceandEnvironment(R)
17. Gleick,H.P.1993.Waterincrisis,Pacific InstituteforStudiesinDev.,Environment&Security.StockholmEnv.Institute.Oxford Univ.Press.473p
18. HawkinsR.E,Encyclopediaof IndianNaturalHistory,BombayNaturalHistorySociety,Bombay(R)
19. Heywood,Vil&Watson,R.T.1995.GlobalBiodiversityAssessment.CambridgeUniv.Pressll40p.

20. Jadhav,H &Bhosale,V.M.1995.EnvironmentalProtectionandLaws.HimalayaPub.House, Delhi284p.
21. Mckinney,M.L. & Schoel·.R.M. 1996.Environmental Science systems &Solutions,Webenhancededition.639p.
22. MhaskarA.K,MatterHazardous,Techno-SciencePublications(TB)
23. MillerT.G.Jr.,EnvironmentalScience,WadsworthPublishingCo.(TB)
24. Odum,E.P.1971.FundamentalsofEcology.W.B.SaundersCo.USA,574p
25. Rao MN.& Dalla, A.K. 1987.Waste Water treatment.Oxford & IBH Pub!.Co.Pvt.Ltd.345p.
26. SharmaB.K.,2001.EnvironmentalChemistry.GoelPubl.House,Meerut
27. SurveyoftheEnvironment,TheHindu(M)
28. Townsend C., Harper J, and Michael Begon, Essentials of Ecology, BlackwellScience(TB)
29. Trivedi R.K.,HandbookofEnvironmentalLaws,Rules,GuidelinesCompliancesandStandards,VolIandII,EnviroMedia(R)
30. TrivediR.K.andP.K.Goel,Introductiontoairpollution,Techno-SciencePublications(TB)
31. WagnerK.D.,1998. Environmental Management. W.B.SaundersCo. Philadelphia,USA499p

(M)Magazine(R)Reference(TB)Textbook

Suggested Online Link: None

Suggested equivalent online courses: None

This course can be opted as a co-curricular course by the students of following subjects:
B.A.
B. Com
B.B.A
B.Sc.
B.F.A
B. Lib
B.A.LL.B. (Hons)
B.A.LL. B
B.B.A.LL.B.
B. Pharm

Suggested Continuous Evaluation (25 Marks):

Internal Assessment	Marks	External Assessment	Marks
Midterm Test	10	Written Examination	75
Assignment	5		
Presentation	5		
Attendance & class performance	5		

Course Prerequisites:
No pre-requisite required, open to all.

MANAGEMENT PARADIGMS FROM BHAGAVAD GITA

Programme: Under Graduation	**Year:2**	**Semester: 3**
Subject: Co-curricular Course		
CourseCode: CCS 03	**Course Title: Management Paradigms from Bhagavad Gita**	

BusinessManagementcurriculumprovidesavarietyoftheoreticalinputsthatenablesan individualtotakedecisionsforeffectiverunningofanorganization.Inthecurrentsituationthesesinputsarecharacterized bytwopeculiaraspects.Firstly,thesearebased mainly on the western paradigm of the "world view". While this is one aspect of the knowledge,itisworthwhiletounderstandalternative"worldviews".Secondly,thecurrent managementtheoriesarebyandlargeprescriptionsforthebusinessorganizations.Even whenissuespertainingtoindividualsareaddressed,theyareinthecontextoforganizational performance. For instance, theories on motivation are developed to improve the organizational performance. This overwhelming focus on organizations has over time
pushedthe"individuals"totheresidualintheequations.Itisincreasinglyfeltthatthecurrentideasdonotadequatelycover alltheissuesofmajor concerntoindividualsandorganizations.Manyfeelthe needforalternativeperspectiveson theproblemsandpossiblesolutions.AncientIndianwisdomhassetoffideasthatpresenta differentperspectiveoftheproblemsthatindividualsandorganizationsfaceandproposes alternativewaysofunderstandingseveralaspectspertainingtothedomainofmanagement. This course is an attempt to bring these perspectives using Bhagavad Gita as themain referenceframeforcullingoutideasfromAncientIndianwisdom.

The course is designed with the following main objectives:

- Toidentifysomeofthecommonlyfeltproblemsthatindividuals,organizationsand the societyfaces
- ToillustratetheusefulnessofGitainaddressingsomeoftheseproblems
- Todemonstratehowalternativeworldviewsandparadigmsofmanagementcould bedevelopedwithaknowledgeofAncientIndianwisdomsuchasGita
- ToprovideagoodintroductiontoAncientIndianwisdomusingGitaasavehicle

Credits: Nil	**Core Compulsory**
Max. Marks: 100	**Min. Passing Marks:40**

Total No. of Lectures-Tutorials-Practical (in hours per week): 4-0-0

Unit	**Topic**	**No. of Lectures**
Unit I	**Spirituality in Business and Workplace** Current Challenges in Business Management & Society RelevanceofAncientIndianWisdomforcontemporarysociety Spirituality in Business The notion ofSpirituality An introduction to Bhagavad Gita & its relevance **Assignment:** Read five chapters of Bhagwat Gita for Group Discussion. Chapter 1: Visada Yoga Chapter 2: Sankhya Yoga Chapter 3: Karma Yoga	**07**

	Chapter 4: Jnana Yoga Chapter 5: Karma Vairagya Yoga	
Unit II	**Perspectives on Leadership and Work** Failed Leadership: Causes & Concerns Leadership Perspectives in the Gita[1] Axioms of Work & Performance The Notion of Meaningful Work **Assignment:** Read five chapters of Bhagwat Gita for Group Discussion. Chapter 6: Abhyasa Yoga Chapter 7:ParamahamsaVijnana Yoga Chapter 8: Aksara-Parabrahman Yoga Chapter 9: Raja-Vidya-Guhya Yoga Chapter 10: Vibhuti-Vistara-Yoga	**08**
Unit III	**Perspectives on Self-Management** Mind as a key player in an individual Meditation as a tool for self-management Role of Yoga in addressing stress & burnout of managers Mind as a key player in an individual Self-Management by understanding the world within Values & their role in Self-management Shaping the personality through Trigunas **Assignment:** Read five chapters of Bhagwat Gita for Group Discussion. Chapter 11: Visvarupa-Darsana Yoga, Chapter 12: Bhakti Yoga, Chapter 13: Ksetra-KsetrajnaVibhaga Yoga Chapter 14:Gunatraya-Vibhaga Yoga Chapter 15:Purusottama Yoga	**07**
Unit IV	**Perspectives on Life and Society** Perspectives on Sustainability Death as a creative destruction process Law of Conservation of Divinity Conclusions **Assignment:** Read five chapters of Bhagwat Gita for Group Discussion. Chapter 16: Daivasura-Sampad-Vibhaga Yoga Chapter 17:Sraddhatraya-Vibhaga Yoga Chapter 18:Moksa-Opadesa Yoga	**08**

Suggested Reading:

This course will have two sets of readings. One set corresponds to the contemporary literature pertaining to the topics discussed in the sessions. These have been identified in the respective sessions. In addition to this, specific sections from the Gita will be used as the second set of material. There are a number of commentaries available for Bhagavad Gita. These provide a good basis to understand Gita. However, a number of short articles on Gita and Management are available in the following source, which will be used in the context of the course:
Mahadevan, B. Writings on Gita & Management,
http://www.iimb.ernet.in/webpage/b-mahadevan/bhagavad-gita-amp-management
For the interested readers some (suggested) additional readings pertaining to Bhagavad Gita are given below:

1. Bhagwat Gita from Geeta Press, Gorakhpur, UP.
2. Swami Ranganathananda, (2001), “Universal Message of the Bhagavad Gita”, 3 Volumes, Advaita Ashrama, Kolkata.
3. Swami Dayananda Saraswati, (2007), “The value of values”, Arsha Vidya Research & Publication Trust, Chennai.
4. Swami Chinmayananda, (1996), “Holy Geeta”, Central Chinmaya Mission Trust, Mumbai.
5. Geus, A. (1997), “The Life Span of a Company: Chapter 1 in The Living Company”,
6. Nicholas Brealey Publishing, London, pp. 7 – 19.
7. Beer, S. (1994). “May the Whole Earth be Happy: LokaSamastatSukhinoBhavantu”,
8. Interfaces, 24 (4), 83 – 93.
9. Mahadevan, B. (2013). “Spirituality in Management: Sparks from the Anvil”, IIM B Management Review, 25 (2).
10. Houston, D.J. and Cartwright K.E. (2007), “Spirituality and Public Service”. Public Administration Review, Jan. – Feb., 2007, 88 – 102.
11. Payne, S.G. (2010). “Leadership and spirituality: Business in the USA”, The International Journal of Leadership in Public Services, 6 (2), 68 – 72.
12. Poole, E. (2007). “Organizational Spirituality – A literature review”, Journal of Business Ethics, 84, pp. 577 – 588.
13. Bhattathiri, M.P. “Bhagavad Gita and Management”
14. Mahadevan, B. (2009). “Shrimad Bhagavad Gita – Ideas for Modern Management”, One day Seminar on “Towards a New Paradigm of Business management: Alternative Perspectives from Ancient Indian Wisdom”, IIM Bangalore, December 12, 2009.
15. (2012). “Bhagavad Gita and Management”, Arsha Vidya News Letter, April 2012, 23 – 30.
16. Ancona, D., Malone, T.W., Orlikowski, W.J. and Senge, P.M. (2007), “In praise of the incomplete leader”, Harvard Business Review, 85 (2), 92 – 100.
17. Mahadevan, B., (2013). "Inspirational Leadership: Perspectives from Gītā", Chapter 13 in Sanskrit and Development of World Thought, Kutumba Sastry V. (Ed.), D K Print World, New Delhi, pp 199 - 210.
18. Mehrotra, R. (2010). “Work Builds, Charity Destroys”, Chapter 8 in Ennoble, English course book, Second Year Pre-University, The Karnataka Text Book Society, pp. 63 – 70.
19. Michaelson, C. (2009). “Teaching Meaningful Work: Philosophical Discussions on the Ethics of Career Choice”, Journal of Business Ethics Education, 6, pp. 43 – 68.
20. Corner, P.D. (2008). “Workplace Spirituality and Business Ethics: Insights from an Eastern Spiritual Tradition”, Journal of Business Ethics, 85, pp. 377 – 389.
21. Adhia, H., Nagendra, H.R. and Mahadevan, B. (2010). “Impact of Adoption of Yoga Way of Life on the Emotional Intelligence of Managers”. IIMB Management Review. Vol. 22 (1&2), pp. 32 – 41.
22. Swami Dayananda Saraswati. (2007). “The value of values”, Arsha Vidya Research & Publication Trust, Chennai, pp. 1 – 54.
23. Biswas, M. (2010). “In search of personality inventory for Indian managers: an application of structural equation modelling”, Journal of Services Research. 10 (1), pp 101 – 123.
24. Capra, F. (2004), “Life and Leadership in Organizations: Chapter 4 in Hidden Connections”, Anchor Books, New York, pp. 97 – 128.
25. Amory B. Lovins, A.B., Lovins, L.H. and Hawken, P. (2007). “A Road Map for Natural Capitalism”, Harvard Business Review, 85 (4), 172 – 183.
26. Ehrenfeld, J. R. (2005). “The Roots of Sustainability”, MIT Sloan Management

Review, 46 (2), pp. 23-25.
27. David Elrod II, P. and Tippett, D.D. (2002). "The “death valley” of change", Journal of Organizational Change Management, 15(3), pp. 273 – 291.
28. Mahadevan, B, (2014). The Law of Conservation of Divinity

Suggested Online Link:https://www.youtube.com/watch?v=8g90E9nBnyE (English)
https://www.youtube.com/watch?v=Tsg3lWHCm0k (Hindi)
https://www.youtube.com/watch?v=ZRr0tmRqGgc (English)

Suggested equivalent online courses: None

This course can be opted as a co-curricular course by the students of following subjects:
B.A.
B. Com
B.B.A
B.Sc.
B.F.A
B. Lib
B.A.LL.B. (Hons)
B.A.LL. B
B.B.A.LL.B.
B. Pharm

Suggested Continuous Evaluation (25 Marks):

Internal Assessment	Marks	External Assessment	Marks
Midterm Test	10	Written Examination	75
Assignment	5		
Presentation	5		
Attendance & class performance	5		

Course Prerequisites:
Basic Knowledge of Shrimad Bhagwat Gita

VEDIC STUDIES 'वैदिक अध्ययन'

Programme: ***Under Graduation***	**Year: II**	**Semester:IV**
Subject: Co-Curricular Corse		
CourseCode: CCS04 | **Course Title: वैदिक अध्ययन**		

Course Outcomes:अधिगम उपलब्धि

वेद शब्द का अर्थ ज्ञान की राशि या ज्ञान का संग्रह ग्रन्थ है। प्राचीन ऋषियों ने जो ज्ञान अर्जित किया था, उसका संग्रह वेदों में है। वेद अपौरुषेय एवं आप्तवचन हैं। इनमें प्रतिपादित धर्म और ज्ञान शब्द–प्रमाण हैं। प्रत्यक्ष और अनुमान से जिन बातों का ज्ञान नहीं हो सकता, उनका बोध वेदों से ही होता है। विद्यार्थियों को वैदिक अध्ययन के अन्तर्गत वेद परिचय, वैदिक साहित्य, वेदाङ्ग, वैदिक मन्त्र, देवता, सूक्तों एवं कल्पसूत्रों में निहित समग्र–ज्ञान राशि का अवबोध एवं यथार्थ ज्ञान से आत्मगौरव का अनुभव होगा। इसी उद्देश्य से सह–पाठ्यक्रम केअन्तर्गत स्नातक चतुर्थ सत्रार्द्ध में 'वैदिक अध्ययन' पाठ्यक्रम समावेशित किया गया हैं। विद्यार्थियों के सर्वाङ्गीण विकास के लिए एवं भारतीय ज्ञान परम्परा को अग्रसारित करने हेतु भी वैदिक–अध्ययन का 'पाठ्यक्रम' सहायक होगा।

Credits: Nil	**Co-Curricular Corse**
Max. Marks: 100	**Min. Passing Marks: 40**

Total No. of Lectures-Tutorials-Practical (in hours per week): 4-0-0

Unit	Topic	No. of Lectures
Unit I	वेद परिचय–संहिताएँ– ऋग्वेद, यजुर्वेद, सामवेद, अथर्ववेद– परिचय एवं महत्त्व। ब्राह्मण– परिचय, वेदों से सम्बन्धित बाह्मण ग्रन्थ, प्रतिपाद्य विषय एवं महत्त्व। आरण्यक– परिचय, वेदों से सम्बन्धित आरण्यक ग्रन्थ, प्रतिपाद्य विषय एवं महत्त्व। उपनिषद्– परिचय, वेदों से सम्बन्धित उपनिषद्, प्रतिपाद्य विषय एवं महत्त्व। वेदाङ्ग– परिचय, प्रतिपाद्य विषय एवं महत्त्व।	05
Unit II	वैदिक मन्त्र, सूक्त देवता एवं कल्पसूत्र– वैदिक मन्त्र, सूक्त, देवता परिचय एवं विशेषताएँ। कल्पसूत्र परिचय एवं महत्त्व, श्रौत सूत्र एवं वेद के श्रौतसूत्र, गृह्यसूत्र परिचय एवं प्रमुख गृह्यसूत्र, धर्मसूत्र परिचय एवं प्रमुख धर्मसूत्र, शुल्ब सूत्र परिचय, प्रमुख शुल्बसूत्र एवं महत्त्व।	05
Unit III	वेदों में विज्ञान– वेदों में निहित विज्ञान का परिचय, सम्बन्ध एवं महत्त्व, वेद में निहित विविध रसायन, भौतिक, वनस्पति, जन्तुविज्ञान, कृषि विज्ञान परिचय एवं महत्त्व, वेद में आयुर्विज्ञान परिचय एवं महत्त्व, वेदों में निहित गणितशास्त्र परिचय एवं महत्त्व, वेदों में निहित पर्यावरण परिचय एवं महत्त्व।	05
Unit IV	वैदिक समाज एवं परिवार– परिचय एवं महत्त्व, वैदिक जनराज्य, वैदिक प्रशासनिक व्यवस्था, वैदिक कालीन भौगौलिक स्थिति, वैदिक कालीन आर्थिक जीवन वैदिक ऋषि एवं ऋषिकाओं का परिचय एवं उनकी महत्त्वपूर्ण भूमिका।	05
Unit V	वैदिक गुरुकुल परम्परा– गुरुकुल परम्परा परिचय एवं महत्त्व, शिक्षा, शिक्षा के छः घटक तत्त्व– शिक्षक, शिक्षार्थी, शिक्षा के केन्द्र, शिक्षा का विषय, माता–पिता तथा समाज परिचय एवं महत्त्व।	05
Unit VI	वैदिक यज्ञ परिचय– वैदिक यज्ञ परिचय, महत्त्व, प्रमुख यज्ञ–दर्श, पौर्णमास, सोमयाज्ञ, सर्वमेध, वाजपेय, राजसूय, सौत्रामणी, अश्वमेध परिचय एवं महत्त्व।	05
	Class Room Lectures	

	Tutorial, Assignment, Class Room Seminars, Group Discussion etc	

Suggested Reading:

1. वैदिक साहित्य का इतिहास– डॉ0 कर्ण सिंह, चौखम्बा प्रकाशन, वाराणसी।
2. संस्कृत वाङ्मय का बृहत इतिहास– प्रथम खण्ड वेद– पद्मभूषण आचार्य श्री बलदेव उपाध्याय, उ0प्र0सं0सं0 लखनऊ।
3. वेदों में राजनीति– डॉ0 कपिलदेव द्विवेदी, विश्वभारती अनुसन्धान परिषद्, ज्ञानपुर भदौही।
4. वेदों में विज्ञान–डॉ0 कपिलदेव द्विवेदी, विश्वभारती अनुसन्धान परिषद्, ज्ञानपुर भदौही।
5. वेदों में आयुर्विज्ञान–डॉ0 कपिलदेव द्विवेदी, विश्वभारती अनुसन्धान परिषद्, ज्ञानपुर भदौही।
6. वैदिक गणित– जगद्गुरू स्वामी, भारतीय कृष्ण तीर्थ, मोतीलाल बनारसी दास, नई दिल्ली।
7. प्राचीनकालीन वैदिक शिक्षाप्रणाली– शिक्षा और भारतीय विरासत, उत्तराखण्ड मुक्त विश्वविद्यालय।
8. भारतीय शिक्षा का इतिहास, विकास एवं समस्याएँ– डॉ0 रमन बिहारी लाल, राज प्रिन्टस, मेरठ।
9. वेद की विचारधारा का वैज्ञानिक आधार– डॉ0 सत्यव्रत सिद्धान्ताऽलंकार, चौखम्बा पुस्तक भण्डार, दिल्ली।
10. वैदिक साहित्य और संस्कृति का स्वरूप– डॉ0 ओम प्रकाश पाण्डे, मोतीलाल बनारसी दास, नई दिल्ली।
11. अथर्ववेदीय चिकित्सा एवं ओषधि–विज्ञान– डॉ0 शालिनी शुक्ला, अक्षयवट प्रकाशन 26, बलरामपुर हाउस, इलाहाबाद।
12. ऋग्वेदीय ओषधियाँ–डॉ0 शालिनी शुक्ला, अक्षयवट प्रकाशन 26, बलरामपुर हाउस, इलाहाबाद।

Suggested Online Link:
Suggested equivalent online courses:
This course can be opted as an elective by the students of following subjects:

PERSONALITY DEVELOPMENT THROUGH APPLIED PHILOSOPHY OF RAMANAYA AND RAMCHARITRA MANAS

Programme: Under Graduation	**Year:3**	**Semester: 5**

Subject: Co-curricular Course

CourseCode: CCS 06	**Course Title: Personality Development through Applied Philosophy of Ramcharitra Manas**

Course Outcomes:

1. After the study of this course the student will be able to develop humanitarian perspective and develop the ability of balanced leadershipbyfocusingonvariousaspectsof personality development.
2. Theywill become acquainted with life values which are required in the society at present.
3. Studentwillbecomemotivationalspeaker andgood oratorin the field of stress management andpersonality development.

Credits: Nil	**Core Compulsory**
Max. Marks: 100	**Min. Passing Marks:40**

Total No. of Lectures-Tutorials-Practical (in hours per week): 4-0-0

Unit	**Topic**	**No. of Lectures**
Unit I	**BackgroundofIndianCulture** 1. Spirituality and Dharmasas root sources of Indian Culture. 2. Description of Four Ages (Yuga) in Vedas, Upanishads and Puranas - Satyug, Tretayug, Dwaparyug and Kali yug. 3. In perspective of Prakriti Explanation of Trigunas as Sat, Raj and Tama. 4. Difference between Ramayana and Shri Ramcharitmanas **Assignment:** Read following chapter(s) of Ramcahritra Manas for Group Discussion. Chapter 1: Bal Kand	**07**
Unit II	**Metaphysics of Manas** 1. Period of Creation of Shri Ramcharitmanas and introduction of Valmiki and Goswami Tulsidas. 2. Description of Brahman and Jiva, Incarnation of Divine existence in Manas. 3. Different Conditions of Prakriti and Human Mind. 4. Capacity to bear the divine qualities and sign of higher personality **Assignment:** Read following chapter(s) of Ramcahritra Manas for Group Discussion. Chapter 2: Ayodhya Kand Chapter 3: Arannya Kand	**08**
Unit III	**Highest Qualities of Human Personality** 1. Amenity (Open Mindness), Decency. Patience, Softness. Sanyam-combined practice of Dharna-Dhyan-Samadhi, Discipline.	**07**

	2. Fearlessness, Holiness, Bravery. Thoughtfulness. Precious destined insight, Compassion. 3. Renunciation, Devotion towards teacher, Duties of Disciple. Importance of Ayodhya and Affection of Raja Dasharatha towards his son. 4. Shri Ram's Obedience towards his father and Extreme of Devotion — Mahavir Hanuman **Assignment:** Read following chapter(s) of Ramcahritra Manas for Group Discussion. Chapter 4: Kishkindha Kand Chapter 5: Sundar Kand Chapter 6: Lanka Kand	
Unit IV	**Ideal Expressions of Different Emotions** 1. Idol of Friendship. Maxims of Socialism, Natural Beauty,and Importance of Environment. 2. Battle as the last option in Different Policies. Techniques of Battle'sSkill. 3. Respect towards existence and presence of different animals and birds. 4. Construction of Bridge a Unique example of Engineering and Raja Ram as a Tapaswi **Assignment:** Read following chapter(s) of Ramcahritra Manas for Group Discussion. Chapter 7: Uttar Kand	**08**

Suggested Reading:

1. Jiwan ka Satya,SwaamiRamsukh Das, Geeta Press, Gorakhpur, 1994
2. Shri Ram Charitra Manas Code82, Tikakar Shri Hanuman Prasad Poddar, Geeta Press, Gorakhpur, 1994
3. Ramayan Parichay, Geeta Press, Gorakhpur

SUGGESTED READING IN **RAMAYAN(रामायण)**

4. संस्कृत वाङ्गमय का बृहद् इतिहास– आर्षकाव्य (रामायण तथा महाभारत)– पद्मभूषण आचार्य श्री बलदेव उपाध्याय, उत्तर प्रदेश संस्कृत संस्थान, लखनऊ।
5. रामायण (तिलक शिरोमणी, भूषण टीका सहित)– महर्षि वाल्मीकि, परिमल पब्लिकेशन्स, दिल्ली 1991 ई0।
6. रामायण (तिलक शिरोमणी, भूषण टीका सहित)– सम्पादक वासुदेव लक्ष्मण पणशीकर, इण्डोलोजिकल बुक हाउस, दिल्ली 1983 ई0।
7. संक्षिप्त वाल्मीकि रामायण– डॉ0 शान्तिकुमार नानूराम व्यास, ओरिएण्टल बुक डिपो, नई दिल्ली।
8. आदिकवि वाल्मीकि – डॉ0 राधाबल्लभ त्रिपाठी– सस्ता साहित्य प्रकाशन, नई दिल्ली।
9. रामायण कालीन समाज– डॉ0 शान्तिकुमार नानूराम व्यास, ओरिएण्टल बुक डिपो, नई दिल्ली।
10. रामायण कालीन संस्कृति– डॉ0 शान्तिकुमार नानूराम व्यास, ओरिएण्टल बुक डिपो, नई दिल्ली।
11. रामायण– महर्षि वाल्मीकि, सम्पादक टी0आर0 कृष्णाचार्य, निर्णयसागर प्रेस मुम्बई, 1905 ई0।

SUGGESTED READING IN **RAMACHARIT MANAS(रामचरित मानस)**

12. रामचरित मानस– तुलसीदास, गीताप्रेस गोरखपुर।
13. रामचरित मानस– तुलनात्मक अध्ययन– डॉ0 नगेन्द्र, मोती लाल बनारसी दास, दिल्ली।
14. रामकथा– विविध आयाम– डॉ0 भगीरथ मिश्र।
15. रामचरित्र– अभिन्नद, सम्पादक–के0एस0 रामस्वामी।

Suggested Online Link: None

Suggested equivalent online courses:

1. Manas Foundation — Providing innovative mental health solutions & engaging — https://manas.org.in
2. Online Appointments —Manas Foundation –hhttps://manas.org. in İ
3. https://www.shriramcharitmanas.in/p/home-page.html?m=1

This course can be opted as a co-curricular course by the students of following subjects:
B.A.
B. Com
B.B.A
B.Sc.
B.F.A
B. Lib
B.A.LL.B. (Hons)
B.A.LL. B
B.B.A.LL.B.
B. Pharm

Suggested Continuous Evaluation (25 Marks):

Internal Assessment	Marks	External Assessment	Marks
Midterm Test	10	Written Examination	75
Assignment	5		
Presentation	5		
Attendance & class performance	5		

Course Prerequisites:
No pre-requisite required, open to all.

INDIAN TRADITIONAL KNOWLEDGE SYSTEM

Programme: *Under Graduation*	**Year: III**	**Semester: VI**
Subject: Co-Curricular Corse		
CourseCode: CCS07	**Course Title: भारतीय पारम्परिक ज्ञान परम्परा**	

Course Outcomes:अधिगम उपलब्धि

भारतीय ज्ञान परम्परा ज्ञान–विज्ञान, लौकिक–पारलौकिक, कर्म और धर्म तथा भोग और त्याग का अद्‌भूत समन्वय है। इसमें निहित शिक्षा नैतिक भौतिक, आध्यात्मिक आधिदैविक और बौद्धिक मूल्यों पर केन्द्रित होकर त्याग, समर्पण, दान, दया, परोपकार, सद्‌भावना, सह–अस्तित्व, एकता, सौहार्द, सौमनस्य, राष्ट्रप्रेम, वसुधैव कुटुम्बकम्, समष्टि–कल्याण, विश्वशान्ति, अभ्युदय, भ्रातृत्वभाव, मित्रवद्‌भाव, विनम्रता, सत्यता, अनुशासन, आत्मनिर्भरता और दूसरों के लिए सम्मान जैसे मूल्यों पर जोर देती रही हैं। वर्तमान में भी विद्यार्थी के लिए ऐसी मूल्यपरक शिक्षा की आवश्यकता है। इसी दृष्टि से पारम्परिक ज्ञान को पाठ्यक्रम में समायोजित किया गया है, जिसके अन्तर्गत स्वास्थ्य, शिक्षा, कृषि, राजतन्त्र, वास्तुकला, ज्योतिष्, वैदिकगणित एवं विविध शिल्पकलाओं का समावेश किया गया है। इनके अध्ययन, मनन एवं अनुशीलनोपरान्त विद्यार्थी का सर्वाङ्गीण विकास होगा और आत्मनिर्भर भारत अभियान योजना में विद्यार्थी का महत्त्वपूर्ण योगदान रहेगा।

Credits: Nil	**Co-Curricular Corse**
Max. Marks: 100	**Min. Passing Marks: 40**

Total No. of Lectures-Tutorials-Practical (in hours per week): 4-0-0

Unit	Topic	No. of Lectures
Unit I	स्वास्थ्य के क्षेत्र में पारम्परिक ज्ञान– पारम्परिक ज्ञान परिचय, पारम्परिक ज्ञान की परिभाषा, प्रकृति, क्षेत्र, महत्त्व, भेद (प्रकार)–आयुर्वेद, योग मन्त्र, उपासना, यज्ञ एवं तीर्थ–यात्रा का सामान्य अध्ययन एवं महत्त्व। स्वास्थ्य की दृष्टि उत्तराखण्ड का पारम्परिक ज्ञान, योगदान एवं महत्त्व।	05
Unit II	शिक्षा के क्षेत्र में पारम्परिक ज्ञान– शिक्षा की परिभाषा, महत्त्व, भेद एवं साधन। पारम्परिक ज्ञान का शिक्षा का योगदान, गुरुकुल व्यवस्था, ऋषि–मुनि, आचार्य की महत्त्वपूर्ण भूमिका, कर्तव्य, गुरु–शिष्य सम्बन्ध, प्राचीन विश्वविद्यालय–तक्षशिला, नालन्दा, विक्रमशिला, बल्लभी, उज्जयिनी, काशी, विश्वप्रसिद्ध शिक्षा एवं शोध के प्रमुख केन्द्रों का महत्त्वपूर्ण योगदान।	05
Unit III	कृषि के क्षेत्र में पारम्परिक ज्ञान– कृषि की परिभाषा, विशेषताएँ, प्रकार एवं महत्त्व। परम्परागत कृषि विकास योजना, कृषि में सुधार के उपाय, कृषि विकास की अवस्थाएँ, कृषि में तकनीकी परिवर्तन, कृषि द्वारा उत्पन्न अन्न, फल, सब्जियाँ एवं वृक्ष आदि परिचय एवं महत्त्व।	05
Unit IV	राजतन्त्र के क्षेत्र में पारम्परिक ज्ञान– राजतन्त्र की परिभाषा, महत्त्व, जनराज्य, प्रशासनिक व्यवस्था, राजा, महामात्य, सेनापति, सैनिकों के अधिकार, कर्तव्य, अर्थव्यवस्था– परिभाषा, साधन एवं महत्त्व।	05
Unit V	वास्तुकला के क्षेत्र में पारम्परिक ज्ञान– वास्तुशास्त्र का परिचय, महत्त्व, वास्तुस्वरूप, गृहयोजना, ग्रामयोजना, शहरयोजना, राजधानी निर्माण–व्यवस्था एवं महत्त्व, जलव्यवस्था, उद्यान, वनक्षेत्र– परिचय एवं महत्त्व।	05
Unit VI	ज्योतिष् के क्षेत्र में पारम्परिक ज्ञान– ज्योतिष् का अर्थ, परिचय एवं महत्त्व, ज्योतिष् के प्रतिपाद्य विषय– ग्रह, राशि, नक्षत्र, तारे, सौरपरिवार, ब्रह्माण्ड परिचय, खगोलशास्त्र परिचय एवं महत्त्व। वैदिकगणित के क्षेत्र में पारम्परिक ज्ञान– परिचय एवं महत्त्व। शिल्प के क्षेत्र में पारम्परिक ज्ञान– शिल्पकला–मृदाशिल्प, काष्ठशिल्प, लौहशिल्प, कांस्यशिल्प, स्वर्णशिल्प एवं रत्नशिल्प आदि का परिचय एवं	05

	महत्त्व।	
	Class Room Lectures Tutorial, Assignment, Class Room Seminars, Group Discussion etc	

Suggested Reading:

1. वेदों में विज्ञान– डॉ0 कपिलदेव द्विवेदी, विश्वभारती अनुसन्धान परिषद्, ज्ञानपुर भदौही।
2. संस्कृत वाङ्मय का बृहत इतिहास– राजनीतिशास्त्र, संगीतशास्त्र खण्ड– पद्मभूषण आचार्य श्री बलदेव उपाध्याय, उ0प्र0सं0सं0 लखनऊ।
3. वेदों में राजनीति– डॉ0 कपिलदेव द्विवेदी, विश्वभारती अनुसन्धान परिषद्, ज्ञानपुर भदौही।
4. वेदों में विज्ञान–डॉ0 कपिलदेव द्विवेदी, विश्वभारती अनुसन्धान परिषद्, ज्ञानपुर भदौही।
5. वेदों में आयुर्विज्ञान–डॉ0 कपिलदेव द्विवेदी, विश्वभारती अनुसन्धान परिषद्, ज्ञानपुर भदौही।
6. वैदिक गणित– जगद्गुरू स्वामी, भारतीय कृष्ण तीर्थ, मोतीलाल बनारसी दास, नई दिल्ली।
7. प्राचीनकालीन वैदिक शिक्षाप्रणाली– शिक्षा और भारतीय विरासत, उत्तराखण्ड मुक्त विश्वविद्यालय।
8. भारतीय वास्तुशास्त्र– शुकदेव चतुर्वेदी, श्री लाल बहादुरशास्त्रीय, राष्ट्रीय संस्कृत विद्यापीठ, नई दिल्ली।
9. वास्तुसार– डॉ0 देवी प्रसाद त्रिपाठी, ईस्टर्न बुक लिंकर्स, नई दिल्ली।
10. संस्कृत वाङ्मय का बृहत इतिहास– ज्योतिष् खण्ड– पद्मभूषण आचार्य श्री बलदेव उपाध्याय, उ0प्र0सं0सं0 लखनऊ।
11. भारतीय संस्कृति– डॉ0 किरण टण्डन, ईस्टर्न बुक लिंकर्स, नई दिल्ली।
12. अथर्ववेदीय चिकित्सा एवं ओषधि–विज्ञान– डॉ0 शालिनी शुक्ला, अक्षयवट प्रकाशन 26, बलरामपुर हाउस, इलाहाबाद।

Suggested Online Link:

Suggested equivalent online courses:

This course can be opted as an elective by the students of following subjects:

MEDITATION

Programme: Under Graduation	Year:3	Semester: 6

Subject: Co-curricular Course

CourseCode: CCS 08	Course Title: Meditation

Meditation is a practice by which a person achieves a greater sense of awareness, wisdom, introspection, and a deeper sense of relaxation. Practiced for millennia, it is the discipline of concentrating on a single object, thought, sound, movement, or on attention itself. Many people meditate to achieve a greater sense of spiritual awareness and understanding of their professed religion, but it can be practiced by anyone regardless of their religious beliefs and background.

In this course, we will explore the various techniques of meditation, such as sitting, standing, and yoga. Becoming aware of your thoughts, surroundings, sounds, smells, bodily movements, and especially your breath are fundamental techniques of meditation. The basic objective is to be present – here and now. It is the act of being precisely in the moment, neither controlling your mind rigidly nor letting it go completely but being aware of who you are and where you are.

Meditation is about being comfortable and at peace. As we explore the several techniques of practicing meditation, you can pick and choose those practices that make you most comfortable. It is important to leave your preconceived notions of meditation behind you, keep an open mind, and be willing to learn the art of meditation.

Learning Outcomes

By successfully completing this course, students will be able to:

Demonstrate mindfulness of breathing.
Demonstrate proper meditation postures.
Describe health benefits of meditation.
Summarize history of meditation.
Summarize meditation and religion.
Describe path to enlightenment.
Demonstrate meditation techniques.
Summarize meditation and yoga.
Demonstrate mastery of lesson content at levels of 70% or higher.

Credits: Nil	Core Compulsory
Max. Marks: 100	Min. Passing Marks:40

Total No. of Lectures-Tutorials-Practical (in hours per week): 4-0-0

Unit	Topic	No. of Lectures
Unit I	**Fundamentals ofMeditation** Introduction toMeditation Basic principles ofmeditation Happiness & Meditation Benefits ofMeditation Concentration andmeditation Various forms of Meditation	5

Unit II	**Concentration and Meditation** Definitionsofconcentration The power ofconcentration Aids ofconcentration Patience inconcentration Objects forconcentration Benefits ofconcentration	**5**
Unit III	**Meditation** The Koshes – Our Great HumanHeritage The Chakra Stystem – Centres ofUnity The Gunas – Steps ofEvolvement Obstacles inMeditation	**5**
Unit IV	**Upanishad& Meditation** SthoolaDhyana (Gross/physical meditation) JyotirmayaDhyana (dhyana full oflight) Sookshma Dhyana (subtlemeditation) SagunaDhayan (Concretemeditation) NirgunDhayan (Abstractmeditation) Methods of Meditation – MandukyaUpanishad	**5**
Unit V	**Types ofMeditation** Tantra:Yantra and Mantra formeditation Japa (chanting)meditation AjapaJapa Meditation Shoonya Meditation AntarMouna Yoga Nidra	**5**
Unit VI	**The Chakra Systems – Centers ofUnity** Seven Chakras – Muladhara (atthe anus), Svadhisthana, (at the root of organ of generation), Manipura (at the navel), Anahata (in the heart), Visudda (at the neck),Ajna (in the space between two eyebrows) &Sahasrara (at the crown ofhead) Nadis – Ida, Pingala,Shushumna	**5**

Suggested Reading:

1. Practical yoga Psychology by Bihar School ofYoga
2. GherandaSamhita by SwamiNiranjananadaSaraswati
3. Concentration and Meditation by swamiSivanandaSaraswati
4. Yoga &Mental Health by R. S.Bhogal
5. Yoga & Modern Psychology byKaivalyadhamAsharam
6. Yoga for Stress Management by SriVenkatkrishnan
7. Yoga for Stress Relief by SwamiShivapramananda
8. Yoga Nidra by SwamiStyanandaSaraswati
9. Yoga and Kriya by SwamiSatyanandaSaraswati
10. MandukyaUpanishad

Suggested Online Link: None

Suggested equivalent online courses: None

This course can be opted as a co-curricular course by the students of following subjects:

B.A.
B. Com
B.B.A
B.Sc.
B.F.A
B. Lib
B.A.LL.B. (Hons)
B.A.LL. B
B.B.A.LL.B.
B. Pharm

Suggested Continuous Evaluation (25 Marks):

Internal Assessment	Marks	External Assessment	Marks
Midterm Test	10	Written Examination	75
Assignment	5		
Presentation	5		
Attendance & class performance	5		

Course Prerequisites:
No pre-requisite required, open to all.

VIVEKANANDA STUDIES

Programme: Under Graduation	Year:3	Semester: 6

Subject: Co-curricular Course

CourseCode: CCS 09	Course Title: Vivekananda Studies

Learning Outcomes

1. To acquaint students with the eternal values of Indian culture as lived and propagated by Swami Vivekananda
2. To apprise students with the basic philosophy, path breaking ideas and discussions of human upliftment as envisioned in the writings and works of Swami Vivekananda.
3. To build a strong foundation of Vedantic philosophy, with a special focus on Practical Vedanta of SwamiVivekananda.
4. To highlight the significance of our traditional values for generating peace, universal love, acceptance, tolerance, and harmony in our real life.
5. To sensitize students to the values of service, sacrifice, self-control, selflessness, and moral courage and highlight the significance of character building and spirituality in their self-development.

Credits: Nil	Core Compulsory
Max. Marks: 100	Min. Passing Marks:40

Total No. of Lectures-Tutorials-Practical (in hours per week): 4-0-0

Unit	Topic	No. of Lectures
Unit I	Life of Swami Vivekananda - as a boy and as a wandering monk Sri Ramakrishna and his impact on SwamiVivekananda	07
Unit II	Parliament of religions; his travels in India and abroad, his return and activities for National regeneration. Vivekananda and ContemporaryIndia	07
Unit III	An introduction to the System ofVedanta, Introduction to Vivekachudamani and Advaita Vedanta Vivekananda's PracticalVedanta.	06
Unit IV	Vivekananda and Yogic Methods: Raj yoga, Bhakti Yoga, Karma Yoga and JnanaYoga Harmony between Education, Science and differentReligions	04
Unit V	Swami Vivekananda's views on: Caste, Society,Politics , Art , Literature and Man-making Education The Message of Swami Vivekananda for the upliftment of masses, women andyouth. Vivekananda in Uttarakhand	06

Suggested Reading:

1. Rolland, R. (2001). Life of Ramakrishna.Kolkata:AdvaitaAshrama.
2. Godman, D. (1985). Be as You Are: The teachings of Sri Raman Maharishi.Delhi:

Penguin Books.
3. Gambhirananda, S. (2004).Ma Sri Sarada Devi. Calcutta: AdvaitaAshrama.
4. Pandit , M. P. (1959).The Teachings of Sri Aurobindo. Kolkata: Sri AurobindoStudy Circle.
5. Further Readings
6. Mukerjee, B. (1997).Life and Teachings of Sri Ma Anandamayi, Sri SatguruPublication, Division of Indian Books Centre, Delhi, 1997.
7. Purnatmananda, S. (Ed.) &Gupta, M. S. (tr.). (2004)Reminiscences of SriSarada Devi Compiled in Bengali. Kolkata: AdvaitaAshrama.
8. Osborne, A. (2002).The teachings of Raman Maharshi in His own words.Tiruvannamalai : Sri Ramanasram.
9. *Berger, Douglas L. (2005). "The Vivekacudamani of Sankaracarya Bhagavatpada: An Introduction and Translation (review)". Philosophy East and West. 55 (4): 616–619.* doi:10.1353/pew.2005.0032. S2CID 144412379.
10. Sri Sankara's Vivekachudamani, Achyarya Pranipata Chaitanya (Translator) and Satinder Dhiman, Tiruchengode Chinmaya Mission, Tamil Nadu (2011)
11. *Govind Chandra Pande (1994).* Life and Thought of Śaṅkarācārya. *Motilal Banarsidass. pp. 117–119.* ISBN 978-81-208-1104-1.
12. *Sri Chandrashe hara Bharati of Sringeri (1973).* Sri Samkara's Vivekacudamani. *Mumbai: Bharatiya Vidya Bhavan. p. xxi.*
13. D. Datta (1888), Moksha, or the Vedántic Release, Journal of the Royal Asiatic Society of Great Britain and Ireland, New Series, Vol. 20, No. 4 (Oct., 1888), pp. 513-539;

Suggested Online Link: None

Suggested equivalent online courses: None

This course can be opted as a co-curricular course by the students of following subjects:
B.A.
B. Com
B.B.A
B.Sc.
B.F.A
B. Lib
B.A.LL.B. (Hons)
B.A.LL. B
B.B.A.LL.B.
B. Pharm

Suggested Continuous Evaluation (25 Marks):

Internal Assessment	Marks	External Assessment	Marks
Midterm Test	10	Written Examination	75
Assignment	5		
Presentation	5		
Attendance & class performance	5		

Course Prerequisites:
No pre-requisite required, open to all.