

FOUR-YEAR UNDERGRADUATE PROGRAMME (FYUGP)

MULTIDISCIPLINARY COURSES (MDC)

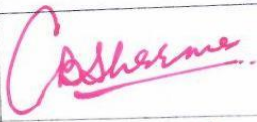
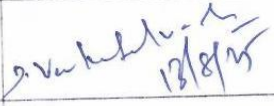

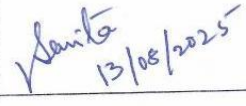
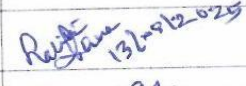
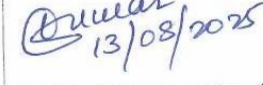
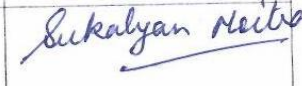
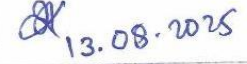
As per NEP 2020 and Learning Outcomes-based National Curriculum Framework
(Aligned with NCrF and NHEQF)

Effective From Academic Year 2025-2026



VINOBA BHAVE UNIVERSITY
HAZARIBAG – 825301, JHARKHAND, INDIA

Members of the Borad of Courses and Studies

Sl. No.	Name and Designation	Signature
1.	Prof. (Dr.) Chandra Bhushan Sharma, Vice-Chancellor, V.B.U., Hazaribag	
2.	Prof. (Dr.) D. Venkateshwarlu, School of Education, IGNOU, New Delhi	
3.	Dr. Sashapra Chakrawarty. Associate Professor & Head, Dept. of Education, Tezpur central University, Assam	
4.	Ms. Sarita Sharma, Founder & Director, Yogsarita (OP) Ltd., New Delhi	
5.	Dr. Lallan Sharma, Social worker, Ranchi	
6.	Principal, Adarsh College, Rajdhanwar	
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9.	Dr. Vikash Kumar, Associate Professor University Dept. of History, V.B.U., Hazaribag	
10.	Dr. Sukalyan Moitra, Associate Professor and Head University Dept. of Political Science, V.B.U., Hazaribag	
11.	Dr. Indrajit Kumar, Associate Professor, University Dept. of Chemistry & Nodal Officer, NEP-2020, V.B.U., Hazaribag	

Multidisciplinary Courses (MDC)

Introduction:

All the FYUGP students must complete three introductory-level multidisciplinary courses in Semesters I, II & III, each carrying 3 credits, totaling 9 credits. These courses must be different from Major and Minor subjects and should not be repeated from higher secondary education.

The introduction of multidisciplinary courses under the Four-Year Undergraduate Programme (FYUGP) in accordance with NEP-2020 aims to provide students with a holistic and flexible education. These courses are designed to:

- i. Integrate knowledge across disciplines for broad-based learning.
- ii. Encourage critical thinking, creativity, and innovation.
- iii. Promote ethical values, social responsibility, and constitutional awareness.

Distribution of Credits of Multidisciplinary Courses in various semesters

Semester	No. of credits	Remarks
I	3	Any three, one in each semester, to be selected from a basket of courses
II	3	
III	3	

Basket of Multidisciplinary Courses (MDCs) of 3 credits each

Ser. No.	Name of Course
1.	Human Rights
2.	International Relations
3.	Sustainable Development
4.	Understanding Self and Others
5.	Public Health: Sanitation and Hygiene
6.	Science of Tribal Culture
7.	Media Studies
8.	Language and Personality Development
9.	Diversity and Inclusion
10.	Art, Culture and Heritage of Jharkhand
11.	Yog for Wellness
12.	Marketing Skills for Success

1. Human Rights

Semester	: I/II/III
No. of Credits	: 3 (Theory: 03, Practical: 00)
Total Marks	: 75
No. of Teaching Hours	: 45
SIE	: 00
ESE	: 75 (3 hours)
Pass Marks	: 30

Instruction to question Setter:

*There will be **two** group of questions. **Group A** will contain three questions in which all are to be answered. **Question No.1** will be **very short answer type (not MCQ)** consisting of five questions of 1 mark each. **Question No.2 & 3** will be **short answer type** of 5 marks each. **Group B** will contain **descriptive type (Long answer type)** seven questions of fifteen marks each, out of which any four are to be answered. There may be subdivisions in questions of **group B**.*

Course Objectives (COs):

This course is designed to enable students to:

1. Understand the basic concept, importance and evolution of Human Rights.
2. Explore constitutional and international legal and institutional framework for Human Rights.
3. Examine the role of institutions and civil society in promoting human rights.
4. Analyze contemporary Human Rights issues in India and globally.
5. Cultivate empathy, ethical reasoning and advocacy skills relating to Human Rights.

Course Learning Outcomes (CLOs):

After successful completion, students will be able to:

1. Define and explain key concepts and categories of Human Rights.
2. Interpret constitutional provisions and international instruments related to Human Rights.
3. Critically analyse Human Rights challenges in contemporary times.
4. Evaluate the role of institutions, media and civil society in Human Rights protection.
5. Demonstrate ethical awareness and propose informed responses to rights violation and abuses as responsible citizens.
6. Having an understanding of the status of Human Rights in India.

Course Content:

Unit 1. Introduction:

1. Concept, Meaning and importance of Human Rights.
2. Classification and Types of Human Rights.

(9 Lectures)

Unit 2. International Framework:

1. Universal Declaration of Human Rights, 1948.
2. United Nations Human Rights Council (UNHCR).

(9 Lectures)

Unit 3. Tribal Rights:

United Nations Declaration of Rights of Indigenous Peoples, 2007

(9 Lectures)

Unit 4. Indian Framework:

1. Protection of Human Rights Act, 1993.
2. National Human Rights Commission (NHRC).

(9 Lectures)

Unit 5. Challenges:

Human Rights violations and abuses.

(9 Lectures)

Suggested Readings and Resources:

Type Title Author/Source

1. Book Human Rights: Theory and Practice S. K. Kapoor
2. Book Human Rights in India C. J. Nirmal
3. पुस्तक मानवाधिकार: अवधारणा और परिप्रेक्ष्य डॉ०एस० के० कपूर
4. पुस्तक मानवाधिकार और महिला डॉ० रेखा पांडे
5. पुस्तक मानवाधिकार और पर्यावरण डॉ० सुनिता सिंह
6. पुस्तक मानवाधिकार और विकास डॉ० ओ० पी० सिंह
7. पुस्तक मानवाधिकार: सिद्धांत और व्यवहार डॉ० वी० के० अग्रवाल
8. Handbook Human Rights: A Handbook National Human Right Commission (NHRC), India
9. Book UN Universal Declaration of Human United Nations Rights, 1948
10. Report Annual Reports NHRC, India.
11. Book Human Rights Study Materials in Hindi IGNOU, New Delhi.
12. Article Human Rights & the Indian Constitution B. Sivaramayya (EPW)

13. Website NHRC India official portal
14. Website United Nations official portal
15. Video Human Rights explained Amnesty International/UN Human Rights YouTube channel

2. International Relations

Semester	: I/II/III
No. of Credits	: 3 (Theory: 03, Practical: 00)
Total Marks	: 75
No. of Teaching Hours	: 45
SIE	: 00
ESE	: 75 (3 hours)
Pass Marks	: 30

Instruction to question Setter:

*There will be **two** group of questions. **Group A** will contain three questions in which all are to be answered. **Question No.1** will be **very short answer type (not MCQ)** consisting of five questions of 1 mark each. **Question No.2 & 3** will be **short answer type** of 5 marks each. **Group B** will contain **descriptive type (Long answer type)** seven questions of fifteen marks each, out of which any four are to be answered. There may be subdivisions in each question of **group B**.*

Course Objectives (COs): The paper shall aim to equip the students with the basic tools that shall help them to understand the intricacies of international relations. It shall endeavour to provide a comprehensive background of the international processes in terms of historicity to enable the students to develop a holistic and complete understanding of the discipline

Course Learning Outcomes (CLOs):

After the completion of the course, students will be equipped with:

1. the basic concepts of International Relations
2. the basic fundamental of foreign policy and diplomacy
3. the basics of bilateral and multilateral relations of countries
4. evaluate the role of key actors and institutions in formulating and implementing foreign policy

Course Content:

Unit 1.

The Discipline of International Relations

- i. Definitions and meaning of International Relations
- ii. Evolution of the study of International Relations
- iii. Nature and Scope of International Relations
- iv. Subject matter of the Discipline

(15 Lectures)

Unit 2.

Basic Concepts

- i. State as an actor in International Relations
- ii. Non-state actors
- iii. National Power
- iv. Balance of Power
- v. Imperialism, Colonialism and Neocolonialism
- vi. Geopolitics and Geo-economics

(15 Lectures)

Unit 3.

Tools of International Relations

- i. Foreign Policy: Definition, Objective, Determinants and Techniques of Foreign Policy
- ii. Diplomacy: Definition, Functions of Diplomacy, Traditional and New Diplomacy
- iii. Propaganda: Definition and Methods of Propaganda
- iv. War: Conventional and New warfare

(15 Lectures)

Suggested Readings:

1. Heywood, A. (2024), Global Politics, New York: Palgrave Macmillan.
2. Baylis, J, Steve S. and Patricia O. (2015), The Globalization of World Politics: An Introduction to International Relations, New York: Oxford University Press.
3. Brown, C. (2011), Understanding International Relations, Houndmills, Basingstoke, Hampshire and London: MacMillan Press Ltd.
4. Callaghan, Terry O. and Martin G. (2017), Key Concepts in International Relations, London and New York: Routledge, Taylor and Francis Group.
5. Chatterjee, A. (2010), International Relations Today: Concepts and Applications, New Delhi: Dorling Kindersley (India) Pvt. Ltd.
6. Goldstein J. S. and Jon C. P. (2011), International Relations, New Delhi: Dorling Kindersley India Pvt. Ltd.

7. Wilkinson, P. (2007), International Relations: A Very Short Introduction, USA: Oxford University Press.
8. Nicholson, M. (2002), International Relations: A Concise Introduction, New York: Palgrave.

3. Sustainable Development

Semester	: I/II/III
No. of Credits	: 3 (Theory: 03, Practical: 00)
Total Marks	: 75
No. of Teaching Hours:	45
SIE	: 00
ESE	: 75 (3 hours)
Pass Marks	: 30

Instruction to question Setter:

There will be **two** group of questions. **Group A** will contain three questions in which all are to be answered.

Question No.1 will be **very short answer type (not MCQ)** consisting of five questions of 1 mark each.

Question No.2 & 3 will be **short answer type** of 5 marks each. **Group B** will contain **descriptive type (Long answer type)** seven questions of fifteen marks each, out of which any four are to be answered.

Note: There may be subdivisions in questions of **group B**.

Course Objectives (COs):

1. Students will understand about the meaning, concept and approaches of Sustainable Development.
2. They will become aware of conservation of environment.
3. They will know about the exigencies of environmental degradation and amelioration measures through different awareness programs.

Course Learning Outcome (CLOs):

After the completion of this course the students will be able to

1. know about the importance and need of Sustainable approaches in today's consumerist era.
2. know about the efforts attempted on international as well as on national level for optimum utilization of resources through viable technique.

Course Content:

Unit 1.

Sustainable Development: Meaning, Concept, Definition, History, Components and Scope; Ecology and Environmental conservation, Biodiversity loss and ecological imbalance; the role of higher education in sustainable development; Agenda 21 (1992); The Millennium Development Goals; Sustainable Development Goals. UNFCCC, COP, IPCC.

(15 Lecturers)

Unit 2.

Challenges to Sustainable Development; Sustainable Agriculture and forestry; Sustainable resource utilization: Water, mineral, soil and forest; Human Development; The human right to health and education; Poverty and disease; The Challenges of Health Coverage in Low-Income Countries; Sustainable Regional Development: Need and examples from Cities, Coastal, Rural and Mountainous area

(15 Lecturers)

Unit 3.

Inclusive Development: Education, Health; Climate Change: Carrying Capacity; Sustainable Development Policies and Programmes; Summits related to environment: Stockholm conference, Montreal Protocol, Brundtland Commission, Earth Summit, Paris Agreement (COP 21); NITI Aayog and Sustainable Development; National Environmental Policy.

(15 Lecturers)

Suggested Readings:

1. G. Arjun, Sarkar A. & others (2019): Environmental Issues & Sustainable Development, Notion India Press, Chennai
2. Ahlawat, A. (2019): Sustainable development Goals, Notion India Press, Chennai
3. Ossewarde, M.J. (2018): Introduction to Sustainable Development, Sage Publication, New Delhi
4. Mishra, J. (2018): Growth with Sustainability, Notion India Press
5. Sedana, N. & Indapurkar, K.: Sustainable Development Goals, Bloomsberry Publication House, London

4. Understanding Self and Others

Semester : I/II/III
No. of Credits : 3 (Theory: 03, Practical: 00)
Total Marks : 75
No. of Teaching Hours: 45

SIE : 00
ESE : 75 (3 hours)
Pass Marks : 30

Instruction to question Setter:

There will be **two** group of questions. **Group A** will contain three questions in which all are to be answered.

Question No.1 will be **very short answer type (not MCQ)** consisting of five questions of 1 mark each.

Question No.2 & 3 will be **short answer type** of 5 marks each. **Group B** will contain **descriptive type (Long answer type)** seven questions of fifteen marks each, out of which any four are to be answered.

Note: There may be subdivisions in questions of **group B**.

Course Objectives (COs):

1. To explain the psychological and sociological aspects and classifications of the self.
2. To help students understand the main ideas behind developing sense of self and identity.
3. To understand how culture, society, and social media shape self-image and social identity.
4. To develop skills in self-regulation, self-management, and emotional intelligence for personal and professional growth.

Course Learning Outcomes (CLOs):

1. The students will be able to understand fundamental concepts and types of self, encompassing real, ideal, social, and ought self.
2. Examine the impact of social, cultural, and media influences on self and identity formation.
3. Use the ideas of emotional intelligence, self-regulation, and self-management for personal growth,
4. Develop skills of empathy, communication, and perspective-taking to understand others better.
5. Practice self-development strategies to enhance well-being, resilience, and healthy relationships.

Course Content:

Unit 1. Foundations of the Self

- a) Nature and meaning of self.
- b) Components of self: Self-concept, self-esteem, self-efficacy.
- c) Types of selves: Actual self, ideal self, ought self; personal vs. social self.
- d) William James' concept of self (Material, Social, Spiritual Self).
- e) Cooley's "Looking Glass Self."

(11 Lectures)

Unit 2. Theories and Social Dimensions of Self

- a) Carl Rogers' theory of self: Real self vs. ideal self, congruence, conditions of worth.
- b) Higgins' Self-Discrepancy Theory.
- c) Erikson's psychosocial perspective (identity and role confusion).
- d) Social self and social identity theory (Tajfel & Turner).
- e) Culture and the self: Individualistic vs. collectivistic selves.
- f) Self in the times of social media: Curated self, online identity, comparison, validation.

(12 Lectures)

Unit 3. Understanding Others and Interpersonal Dynamics

- a) Social perception and impression formation.
- b) Attribution theory (Heider, Kelley).
- c) Stereotypes, prejudice, and biases.
- d) Communication and self-other awareness: Verbal and non-verbal communication, Johari Window.
- e) Conflict management styles (Thomas–Kilmann model).
- f) Building empathy and perspective-taking.

(11 Lectures)

Unit 4. Self-Regulation, Self-Management, and Self-Development

- a) Self-regulation: Concepts and strategies.
- b) Self-management: Goal setting, time management, stress management.
- c) Daniel Goleman's model of Emotional Intelligence: Self-awareness; Self-Management; Social Awareness; Relationship Management
- d) Role of resilience and mindfulness in personal growth.
- e) Practical strategies for self-development in academic, professional, and social life.

(11 Lectures)

Suggested Tutorials

1. Reflective journal on "types of selves" (actual, ideal, ought self).
2. Johari Window group activity.
3. Case study on social media and identity.
4. Role-play: Empathy and active listening.
5. Self-development plan based on Goleman's Emotional Intelligence model.

Essential Readings:

1. Rogers, C. R. (1961). *On Becoming a Person*. Houghton Mifflin.
2. Goleman, D. (1995). *Emotional Intelligence*. Bantam Books.
3. Adler, R. B., Rosenfeld, L. B., & Proctor, R. F. (2018). *Interplay: The Process of Interpersonal Communication* (14th ed.). Oxford University Press.

Suggested Readings:

1. Cooley, C. H. (1902). *Human Nature and the Social Order*. Scribner's.
2. Higgins, E. T. (1987). Self-discrepancy: A theory relating self and affect. *Psychological Review*, 94(3), 319–340.
3. Mead, G. H. (1934). *Mind, Self, and Society*. University of Chicago Press.
4. Tajfel, H., & Turner, J. C. (1986). *The Social Identity Theory of Intergroup Behavior*. Nelson-Hall.
5. Covey, S. R. (2020). *The 7 Habits of Highly Effective People*. Simon & Schuster.
6. Turkle, S. (2011). *Alone Together: Why We Expect More from Technology and Less from Each Other*. Basic Books.
7. Carnegie, D. (2019). *How to Win Friends and Influence People*. Simon & Schuster.

5. Public Health: Sanitation and Hygiene

Semester	: I/II/III
No. of Credits	: 3 (Theory: 03, Practical: 00)
Total Marks	: 75
No. of Teaching Hours	: 45
SIE	: 00
ESE	: 75 (3 hours)
Pass Marks	: 30

Instruction to question Setter:

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Course Objectives (COs):

1. Understand concepts and key issues in public health, sanitation, and hygiene.
2. Learn techniques and best practices to improve individual and community health.
3. Explore relevant policies, programmes, and current challenges in public health.
4. Equip students to prevent disease and promote community health through education, research, and service.
5. Teach effective sanitation methods to prevent the spread of illness and protect public health.
6. Promote equity and inclusion in access to clean water, sanitation, and health services.

Course Learning Outcomes (CLOs):

1. Explain and apply core concepts and theories related to public health, including determinants of health and disease prevention.
2. Analyze and interpret public health data using appropriate statistical and epidemiological methods.
3. Assess community health needs and design, implement, and evaluate public health programs and interventions.
4. Understand the roles of health systems, policies, and organizations in promoting population health locally and globally.
5. Demonstrate cultural competency, ethical decision-making, and sensitivity to social and behavioral factors affecting health.
6. Communicate public health information effectively to diverse audiences through oral, written, and digital media.

Course Content:

Unit 1: Introduction to Public Health (9 Lectures)

1. Definitions: Public Health, Hygiene, Social and Preventive Medicine.
2. Determinants of health and well-being.
3. Epidemiological methods: Analytical, Experimental, Descriptive.
4. Global, national, and regional perspectives.
5. Key health indicators and impact assessment.

Unit 2: Sanitation Principles (9 Lectures)

1. Sanitation: Meaning, concepts, applications.
2. Environmental sanitation and waste management: Types, strategies.
3. Institutional sanitation.
4. SDG goals relating to sanitation.
5. Government policies and programmes: Swachh Bharat, Total Sanitation Campaign, etc.

Unit 3: Hygiene & Disease Prevention (9 Lectures)

1. Hygiene: Concept, meaning, types (personal, food, community).
2. Standard hygiene practices: Handwashing, oral hygiene, menstrual hygiene, food handling, grooming.
3. Personal hygiene of food handlers.
4. Techniques for preventing communicable diseases.
5. Risk management and occupational hygiene.

Unit 4: Water, Food, and Health (9 Lectures)

1. Water sources, purification, and quality monitoring.

2. Food safety: Food borne illnesses, food adulteration, food laws and standards.
3. Nutrition for public health.
4. Food standards and certifications: FSSAI, HACCP, ISO, Codex Alimentarius.

Unit 5: Health Administration and Promotion (9 Lectures)

1. Organization and administration of health care systems.
2. Health education and communication strategies.
3. Role of agencies: NGOs, government, allied services.
4. Community involvement and leadership.
5. Disaster and risk management in public health.

Suggested Activities:

- i. Field visits: Water treatment plants, food safety labs, sanitation facilities
- ii. Organize public health promotion events.
- iii. Disseminate healthcare information.

Suggested Readings:

1. Park J.E. & Park K., "Textbook of Community Health for Nurses."
2. Jatin V. Modi & Renjith S. Chawan "Essentials of Public Health and Sanitation."
3. WHO, "Global Burden of Disease."
4. Dr. K. Dass "Public Health and Hygiene"
5. Swami Sivananda "Health and Hygiene"

6. Science of Tribal Culture

Semester	: I/II/III
No. of Credits	: 3 (Theory: 03, Practical: 00)
Total Marks	: 75
No. of Teaching Hours	: 45
SIE	: 00
ESE	: 75 (3 hours)
Pass Marks	: 30

Instruction to question Setter:

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*any four are to be answered. There may be subdivisions in questions of **group B**.*

Course Description

This course explores the scientific study of tribal cultures through an anthropological lens, examining the diversity, dynamics, and contemporary challenges of indigenous societies worldwide, with a focus on theoretical frameworks, cultural practices, and development issues. The course is structured into three units to provide a comprehensive understanding of tribal cultures from foundational concepts to modern-day implications.

Course Objectives (COs)

This course is designed

1. To introduce students to the scientific methodologies and theories used in the study of tribal cultures, drawing from anthropology and related disciplines.
2. To examine the cultural diversity, social structures, and indigenous knowledge systems of tribal communities.
3. To analyze the historical and contemporary impacts of colonialism, globalization, and development policies on tribal societies.
4. To foster critical thinking about ethical issues in researching and representing tribal cultures.
5. To promote appreciation for tribal resilience, movements, and contributions to global sustainability.

Course Learning Outcomes (CLOs)

By the end of the course, students will be able to:

1. Apply anthropological theories to analyse tribal cultural practices and social organizations.
2. Identify and discuss key historical events and policies affecting tribal communities.
3. Evaluate contemporary issues such as sovereignty, environmental justice, and cultural preservation in tribal contexts.
4. Conduct independent research on a specific tribal group, incorporating ethical considerations.
5. Demonstrate understanding through written assignments, presentations, and discussions that respect indigenous perspectives.

Course Content:

Unit 1: Foundations of Tribal Culture Studies (15 Lectures)

This unit establishes the theoretical and methodological groundwork for understanding tribal cultures scientifically.

- a) Introduction to anthropology and tribal studies: Scope, history, and relationship with other disciplines (e.g., sociology, biology).
- b) Concepts of culture, tribe, indigeneity, and identity: Definitions, evolutionism, and ideologies of extinction.
- c) Research methodologies: Fieldwork, ethical considerations, qualitative and quantitative approaches.
- d) Historical context: Pre-colonial tribal societies, human evolution, and migration patterns.

Unit 2: Cultural Diversity and Practices (15 Lectures)

This unit delves into the social, economic, and symbolic aspects of tribal life, using case studies from various regions.

- a) Social organization: Kinship, marriage, family, political and economic systems.
- b) Cultural elements: Religion, rituals, art, language, and oral traditions.
- c) Indigenous knowledge systems: Ecological adaptations, traditional medicine, and human-nature interactions.
- d) Regional case studies: Examples from North America (e.g., Native American cultures), India (e.g., tribal groups in Odisha), and other global indigenous peoples.

Unit 3: Contemporary Issues and Development (15 Lectures)

This unit addresses modern challenges and resilience strategies in tribal cultures.

- a) Impact of colonialism and globalization: Genocide, ethnocide, land dispossession, and cultural assimilation.
- b) Tribal movements and rights: Revitalization, activism, sovereignty, and international declarations (e.g., UN Declaration on the Rights of Indigenous Peoples).
- c) Development policies: Tribal administration, forest rights, empowerment of women, and sustainable livelihoods.
- d) Current issues: Urbanization, environmental justice, health, and cultural preservation in the face of climate change.

Essential Readings:

1. Sutton, Mark Q. (2012). *An Introduction to Native North America* (4th ed.). Pearson Education.
2. Talbot, Steve. (2015). *Native Nations of North America: An Indigenous Perspective*. Pearson.

Recommended Readings:

Category	References
Foundational Theories	- Deloria, Vine Jr. Works on Native perspectives and federal policies. - Theories of society and culture: Diffusionism, functionalism, structuralism (from anthropological theories).
Cultural Diversity	- Holm, Tom, et al. <i>The Peoplehood Matrix</i> for analyzing indigenous cultures. - Case studies on tribes and forests, tribal women empowerment.
Contemporary Issues	- Dunbar-Ortiz, Roxanne. Works on colonialism in North America. - Tribal development in India: Constitutional provisions, policies, and movements.

Additional Resources:

1. **Films and Videos:** *Skins* (2002), *Our Spirits Don't Speak English* (2008), *Nanook of the North* (1922) for cultural depictions. Access via university library or streaming platforms.
2. **Online Resources:** Indian Country Today (news on Native issues), UN Declaration on the Rights of Indigenous Peoples (undrip.org), and anthropological databases like JSTOR.
3. **Museums and Archives:** Virtual tours of tribal history museums; resources on ethnoarchaeology and museology.
4. **Journals:** National-level journals in tribal studies for articles on indigenous knowledge and development.

7. Media Studies

Semester	: I/II/III
No. of Credits	: 3 (Theory: 03, Practical: 00)
Total Marks	: 75
No. of Teaching Hours	: 45
SIE	: 00
ESE	: 75 (3 hours)
Pass Marks	: 30

Instruction to question Setter:

There will be **two** group of questions. **Group A** will contain three questions in which all are to be answered. **Question No.1** will be **very short answer type (not MCQ)** consisting of five questions of 1 mark each. **Question No.2 & 3** will be **short answer type** of 5 marks each. **Group B** will contain **descriptive type (Long answer type)** seven questions of fifteen marks each, out of which any four are to be answered. There may be subdivisions in questions of **group B**.

Course Objectives (COs):

The course aims to provide students with a comprehensive understanding of the introduction to media, media ethics, new media and role of media in development of nation. The course works also aims to empower students to become informed and engaged citizens who can navigate and contribute meaningfully to an increasingly mediated world.

Course Learning Outcomes (CLOs) : Upon successful completion of this course, students will be able to

1. Critically evaluate media messages and their impact on different audiences.
2. Create informed, ethical, and engaging media content using various formats and technologies.
3. Assess the credibility and reliability of information sources across different media platforms.
4. Apply ethical principles in the consumption and production of media and information.
5. Effectively use digital tools to analyze and produce media content.

Course Content:

Unit 1. Introduction to Media and Information Literacy (15 Lectures)

1. Introduction to Media and Information Literacy.
2. Concept and Applications of Media.
3. How Media and Information Affects Communication?
4. Origin and Growth of Media (Print, TV, Radio and Digital Media)

Unit 2. Media, Democracy, Society and Press Organizations (15 Lectures)

1. Media as 4th Pillar of Democracy.
2. Journalism and Language.
3. Role of Media in Society and Development of Nation.
4. Press Organizations in India – PIB, DAVP, Publication Division, RNI, PCI, CBFC, NFDC, NFAI .

Unit 3. Traditional, Digital and Social Media (15 Lectures)

1. Traditional and New Media introduction:
2. Social and Digital Media – Meaning, Definition, Impact.
3. Laws Related to Digital Media in India.
4. Role of Social Media in Conflict and Disaster.

Suggested Reading:

1. Mass Communication in India – Keval J. Kumar
2. Introduction to Media Technology – Sibanthi Padmanabha K. V. & Shreesha M Punacha (Ankur Media).
3. Mass Communication, Principles and Concepts – Seema Hasan (CBS publication)
4. Introduction to Mass Communication Media Literacy and Culture – Stanley Baran (Mc Graw hill)

8. Language and Personality Development

Semester	: I/II/III
No. of Credits	: 3 (Theory: 02, Practical: 01)
Total Marks	: 50 (Theory) + 25 (Practical)
No. of Teaching Hours	: 30 (Theory) + 30 (Practical)
SIE	: 00
ESE	: 50 (2 Hours Theory) + 25 (3 Hours Practical)
Pass Marks	: 20 (Theory) + 10 (Practical)

Instruction to question Setter:

*There will be **two** group of questions. **Group A** will contain 1 question which is to be answered compulsorily. **Question No.1 of Group A** will be **very short answer type (not MCQ)** consisting of five questions of 1 mark each. **Group B** will contain **descriptive type (Long answer type) 5** questions of fifteen marks each, out of which any **3** are to be answered. There may be subdivisions in questions of **group B**.*

Course Objectives (COs)

1. To enhance proficiency in English and Hindi communication for academic and professional contexts.
2. To develop personality traits such as confidence, empathy, leadership, and adaptability.
3. To integrate language skills with soft skills for employability and holistic growth.
4. To foster critical thinking, creativity, and intercultural competence.

Course Learning Outcomes (CLOs):

By the end of this course, students will be able to:

1. Demonstrate improved oral communication skills, including clarity, pronunciation, and confidence in public speaking.
2. Apply effective written communication techniques in academic and professional contexts (essays, reports, notices, CVs, emails).
3. Use appropriate vocabulary, grammar, and stylistic choices to suit diverse audiences and purposes.
4. Exhibit enhanced self-awareness, self-confidence, and emotional intelligence in personal and professional interactions.
5. Practice time management, stress management, and adaptability to balance academic, personal, and career goals.
6. Display leadership qualities, teamwork, and interpersonal skills in group activities and collaborative projects.
7. Deliver structured presentations and participate effectively in debates, interviews, and discussions.

8. Demonstrate workplace etiquette, cross-cultural sensitivity, and inclusivity in communication.
9. Apply critical thinking and problem-solving skills to real-life scenarios requiring effective communication and decision-making.
10. Integrate creativity and innovation into language use and personality expression.
11. Commit to lifelong learning by continuously improving language skills and personality traits for academic and career advancement.

Course Content:

Unit 1. Foundations of Language & Communication (6 hours)

1. Importance of language in personality development
2. Basics of verbal and non-verbal communication
3. Listening skills, pronunciation, and articulation
4. Vocabulary building and grammar essentials
5. **Activity:** Role-play exercises, pronunciation drills

Unit 2. Written Communication Skills (6 hours)

1. Academic writing: essays, reports, notices, circulars
2. Professional writing: emails, CVs, cover letters
3. Creative writing: blogs, reflections, short speeches
4. **Activity:** Drafting institutional notices and personal statements

Unit 3. Personality Development (6 hours)

1. Concept of personality: traits, types, and theories
2. Theories of Personality, self-confidence, self-esteem and emotional intelligence
3. **Activity:** Self-assessment tests, group discussions

Unit 4. Interpersonal & Professional Skills (6 hours)

1. Public speaking and presentation skills
2. Group dynamics, teamwork, and leadership
3. Interview techniques and workplace etiquette
4. **Activity:** Mock interviews, peer feedback sessions

Unit 5. Holistic Development & Lifelong Learning (6 hours)

1. Critical thinking and problem-solving
2. Creativity and innovation in communication
3. Cross-cultural communication and inclusivity
4. **Activity:** Debate, storytelling, intercultural case studies

Suggested Readings:

1. *Personality Development* by Harold R. Wallace & L. Ann Masters
2. *Developing Communication Skills* by Krishna Mohan & Meera Banerji
3. *Soft Skills: Enhancing Employability* by Shalini Verma

4. *Child Growth and Development* by Elizabeth B. Hurlock

Pedagogical Approach:

1. **Experiential learning:** role plays, debates, group projects
2. **Blended pedagogy:** lectures + digital resources (videos, podcasts)
3. **Reflective practice:** journals, self-assessment exercises
4. **Multilingual integration:** English + Hindi for inclusivity

Practical

25 Marks

1. Any one practical based on activities : 20 Marks
2. Viva- voce (oral communication & personality evaluation) : 5 Marks

9. Diversity and Inclusion

Semester	: I/II/III
No. of Credits	: 3 (Theory: 03, Practical: 00)
Total Marks	: 75
No. of Teaching Hours	: 45
SIE	: 00
ESE	: 75 (3 hours)
Pass Marks	: 30

Course Objectives (COs): Diversity, inclusion, and gender equality are the pillars of a just, compassionate, and innovative society. As the world becomes increasingly interconnected, the importance of recognizing and celebrating our differences become even more vital. Whether in workplaces, schools, communities, or governments, the commitment to these ideals shapes environments where every individual can thrive, contribute, and feel respected. This course explores the definitions of diversity, inclusion, and gender equality, their importance, the challenges societies face, and actionable ways individuals and institutions can foster these principles in daily life.

Course Learning Outcomes (CLOs)

At the end of the course, the learners will be able to:

- i. understand the concept of diversity, needs and challenges of students
- ii. enable students to be sensitive towards children with disabilities and ensure their participation
- iii. understand various disabilities and appreciate their special needs
- iv. demonstrate a comprehensive understanding of the concept of creating an inclusive school
- v. understand gender issues in school and society
- vi. demonstrate competency and skills in addressing gender concerns

- vii. critically evaluate and challenge the gender inequalities and explore the role of institutions such as family, caste, religion, culture, law, state, media etc.

Unit 1. Understanding Diversities

- i. Concept of Diversity
- ii. Types of Diversity: Gender, Linguistic, Socio-cultural, Ability and Disability
- iii. Concept of Inclusion
- iv. Diversity and Inclusion
- v. Historical and Current perspectives
- vi. Understanding the Rights perspective
- vii. Various types of disabilities

(11 Lectures)

Unit 2. Strategies for Inclusion

Strategies of learning:

- a) Individualized Education Programme
- b) Peer Tutoring,
- c) Cooperative and Collaborative teaching
- d) Multisensory and Differentiated Instruction
- e) Universal Design for Learning

Specific Teaching strategies with reference to various disabilities

- a) Adaptations and Accommodations in the Curriculum
- b) Instruction and assessment Aids
- c) Appliances and ICT Resources for inclusion

(11 Lectures)

Unit 3. Gender issues in school and society

Understanding Basic Gender Concepts:

- a) Concept of gender as a social construct
- b) Gender and sex
- c) Gender Discrimination
- d) Gender Division of Labour and Gender Roles
- e) Gender Needs
- f) Gender Analysis
- g) Gender Equality and Equity
- h) Gender Equality: A Fundamental Human Right
- i) Gender Relations: India and global perspective
- j) Gender relations in school: Curriculum, Textbooks, Classroom processes and Student teacher interactions

(12 Lectures)

Unit 4. Gender and pedagogic practices

- a) Challenges in Curriculum, Attitudes, Social Practices and Beliefs from the Point of Gender
- b) Gender Analysis and Gender Auditing of Classroom Transactions
- c) Approaches to Creating Gender Sensitive Classrooms: Knowledge Construction, Conceptual Formation and Counseling
- d) Challenges in Achieving Diversity, Inclusion, and Gender Equality
- e) Strategies for Fostering Diversity, Inclusion, and Gender Equality towards a More Equitable Future

(11 Lectures)

Suggested Readings:

1. Bandyopadhyay M and Jhimli Mukherjee Pandey (2017). A Gift of Goddess Lakshmi: A Candid Biography of India's First Transgender Principal. Gurgaon: Penguin Books.
2. CAST (2011). Universal Design for Learning Guidelines version 2.0. Wakefield, MA: Author.
- CAST. (2015). About Universal Design for Learning. Retrieved from <http://www.cast.org/our-work/about-udl.html#.V88Bc-krKUk>
3. Desai, Manisha (1997) "Reflections from Contemporary Women's Movements in India", In, Jodi Dean(ed) (1997) Feminism and the New Democracy, New Delhi: Sage
4. Jhingran, D. (2009). Hundreds of home languages in the country and many in most classrooms: Coping with diversity in primary education in India, Social justice through multilingual education, 263-282.
5. Mangal, S.K. (2012). Educating exceptional children: An Introduction to special education. Delhi: PHI Learning.
6. Tomlinson, C. (2001). How to differentiate instruction in mixed ability classroom (2nd ed), Alexandria, VA: Association for Supervision and Curriculum Development
7. Uliasz, K. (2016). Inclusive special education via PBL. Retrieved from www.bie.org/blog/inclusive-special-education-via-pbl/
8. Vijayan, A. Daya, J, S. Jayashree, C.S. Chandrika, Sreedevi. P, Rekha Raj and Seena K.M. (2006). Gender Planning, Budgeting and Auditing. Report prepared by Sakhi Women's Resource Centre, Department of Local Self Government, Govt. of Kerala, Decentralised Support Programme. Thiruvananthapuram: Sakhi Women's Resource Group.
9. WHO Report (2013): <http://www.who.int/features/factfiles/disability/en/>
10. Disability – Human Rights based model versus the Social, Medical and Charity models. Retrieved from http://www.cuts-international.org/cart/pdf/dis-ability_junction_03-2011.pdf
11. Inclusive Education in Bihar, Perspectives, Issues and Challenges (2014). Inclusive Education - Deshkal Society Quarterly Bulletin January. Retrieved from [www.deshkalindia.com/.../bulletin%20on%20inclusive%20education/E-Bulletin_Inclusive education](http://www.deshkalindia.com/.../bulletin%20on%20inclusive%20education/E-Bulletin_Inclusive%20education)

12. National Council of Educational Research & Training (NCERT). Gender Analysis of NCERT primary textbooks of classes' 1to V overall analysis. Report 2013-14. New Delhi: Department of women studies. NCERT.
13. UNDP. 2008. Good Practices in Gender Mainstreaming- Case Studies from India. New Delhi: UNDP.
14. Justice Verma Committee Report, <http://www.prsindia.org/uploads/media/Justice%20verma%20committee/js%20verma%20committee%20report.pdf>
15. Khare, Richa and Shivam Patel(2016) "Haji Ali entry ruling a victory for women say petitioners" <http://www.thehindu.com/news/cities/mumbai/womens-entry-into-haji-ali-sanctum-a-victory-for-women-say-petitioners/article9037096.ece>
16. Kumar, Radha(1993) The History of Doing: An Illustrated Account of Movements for Women's Rights and Feminisms in India 1800-1990 ,New Delhi: Kali for Women Press
17. Mazumdar Vina (edit) (2012), Education, Equality and Development, CWDS, Person, Delhi.
18. National Commission for the Protection of Child Rights, <http://www.ncpcr.gov.in/> read <http://www.ncpcr.gov.in/index1.php?lang=1&level=1&sublinkid=14∓lid=607>
19. National Curriculum Framework (2005), Position Paper, National Focus Group on Gender Issues in education.
20. Phadnis, Samrat (2016) "I'm not doing anything for publicity: Bhumata Brigade's Trupti Desai". <http://economictimes.indiatimes.com/news/politics-and-nation/Im-not-doing-anything-for-publicity-Bhumata-Brigades-Trupti-Desai/articleshow/50782511.cms>
21. Poornima, (2016, reprint) Education, Development Goals and Upgradation of Skills, pp. 23 -41., Unit -2, MGS-002, Gender, Development Goals and Praxis, SOGDS, IGNOU.
22. Roy, Anupama (2005), Gendered Citizenship: Historical and Conceptual Explorations, New Delhi: Orient Longman.
23. Thomas B. Jeyaseelan S.J. (2005), Women Rights and Law, Indian Social Institute.

10. Art, Culture and Heritage of Jharkhand

No. of Credits	: 3 (Theory: 02, Practical: 01)
Total Marks	: 50 (Theory) + 25 (Practical)
No. of Teaching Hours:	30 (Theory) + 30 (Practical)
SIE	: 00
ESE	: 50 (2 Hours Theory) + 25 (3 Hours Practical)
Pass Marks	: 20 (Theory) + 10 (Practical)

Introduction:

In alignment with NEP 2020, this course promotes multidisciplinary learning, cultural preservation and skill development. It integrates history, sociology, anthropology, economics, fine arts, and environmental studies to provide students with holistic exposure to Jharkhand's heritage.

Course Objectives (COs):

1. To describe the tangible and intangible heritage of Jharkhand, including tribal traditions, folk arts, music, and festivals.
2. To apply heritage documentation and preservation techniques.
3. To engage in cultural entrepreneurship and tourism promotion.
4. To demonstrate sensitivity towards cultural diversity and sustainable preservation.

Course Learning Outcomes (CLOs):

At the end of this course the students will be able to

1. Identify and explain the major tribal communities and their cultural practices in Jharkhand
2. Analyze the historical, social, and economic contexts of Jharkhand's art forms
3. Demonstrate skills in documenting, preserving, and digitizing cultural assets
4. Develop proposals for cultural tourism and entrepreneurship
5. Work collaboratively in community-based cultural preservation projects

Course Content:**Unit 1. Introduction to Jharkhand's Cultural Landscape (7 hours)**

1. Historical overview of Jharkhand's formation and cultural identity.
2. Tribal and non-tribal communities: socio-cultural diversity.
3. Folk traditions and oral narratives.

Unit 2. Visual and Performing Arts (8 hours)

1. **Visual Arts:** Sohrai, Kohbar, Jadopatia paintings; tribal crafts (wood, bamboo, terracotta).
2. **Performing Arts:** Folk dances (Chhau, Jhumar, Paika, Karma), folk theatre, music traditions.
3. Role of festivals (Sarhul, Karam, Sohrai, Tusu) in cultural expression.

Unit 3. Heritage and Architecture (7 hours)

1. Archaeological sites: Itkhori, Maluti temples, Navratangarh fort.
2. Religious heritage: Baidyanath Dham (Deoghar), Parasnath Hills (Jain pilgrimage).
3. Colonial heritage: Ranchi churches, Hazaribagh heritage sites.
4. Conservation challenges and heritage management.

Unit 4. Contemporary Cultural Dynamics (8 hours)

1. Modern literature and writers of Jharkhand (e.g., Shivshankar Das, Mahashweta Devi's Jharkhand focus).
2. Cinema, theatre, and media representations.
3. Cultural policies, museums, and institutions promoting Jharkhand's heritage.
4. Art, culture, and heritage in the context of NEP-2020: skill development, tourism, and sustainable practices.

Suggested Readings

1. *Jharkhand: Art, Culture and Heritage* – Government publications & Jharkhand Tourism Dept.
2. *Tribal Arts and Crafts of Jharkhand* – Regional academic texts.
3. *Cultural Heritage of Jharkhand* – Selected research papers.
4. NEP-2020 policy document (for integration of value-based education).
5. Ekka, A. (2021). Culture and Identity of Jharkhand Tribes. Ranchi: Tribal Research Institute.
6. Chaudhary, R. (2018). Folk Arts of Jharkhand. Patna: Bihar-Jharkhand Cultural Council.
7. UNESCO. (2003). Convention for the Safeguarding of the Intangible Cultural Heritage.
8. Ministry of Education (2020). National Education Policy 2020.
9. INTACH Jharkhand Documentation Reports (various years).

Pedagogy

1. **Lectures + Interactive sessions** with local artists.
2. **Field visits** to heritage sites/museums.
3. **Project work**: Documentation of a local art form or festival.
4. **Multimedia use**: Films, documentaries, and digital archives.

Practical:

Field /Project Report : 20 Marks

Viva -Voce : 5 Marks

11. Yog for Wellness

No. of Credits : 3 (Theory: 02, Practical: 01)

Total Marks : 50 (Theory) + 25 (Practical)

No. of Teaching Hours: 30 (Theory) + 30 (Practical)

SIE : 00

ESE : 50 (2 Hours Theory) + 25 (3 Hours Practical)

Pass Marks : 20 (Theory) + 10 (Practical)

Instruction to question Setter:

There will be **two** group of questions. **Group A** will contain 1 question which is to be answered

*compulsorily. **Question No.1 of Group A** will be **very short answer type (not MCQ)** consisting of five questions of 1 mark each. **Group B** will contain **descriptive type (Long answer type)** 5 questions of fifteen marks each, out of which any 3 are to be answered. There may be subdivisions in questions of group B.*

Course Introduction:

Wellness is a holistic integration of physical, mental, emotional and spiritual well-being. Wellness fueled through Yogic practices energizes the body, engages the mind, balances emotional disturbances, and nurtures the spirit. Yoga has a positive psycho-somatic impact on human helping in reducing stress and anxiety, improving mental health, and boosting well-being through mind-body integration. There are many aspects of yoga - it can be modified to suit any age group, it can suit to different ability levels, it can be practiced anywhere without any specific gadgets, it can be effectively used for therapeutic purpose for physical or mental or emotional disorders and many more.

Yogic lifestyle is based on various forms of practices of yoga including the Yama and Niyama practices defined in the Ashtanga Yoga of Patanjali where the need for cleanliness, perseverance, truthfulness, non-violence, devotion to Supreme consciousness etc. are given as first steps to other Yogic practices like, Asana, Pranayama, Pratyahara, and Meditation. In Yoga, daily routine practices of taking healthy and Satwik (light and energetic) food, proper sleep and rest, mindfulness, empathy, non-accumulation of wealth, saying prayers, singing Bhajans, reciting Mantras are also defined as important pillars for Yogic practices. At physical level Yoga improves physical awareness, enhances strength, flexibility, better physical growth, physical balance and coordination. Yoga also improves mind-body coordination in fine and gross motor activities. At mental level Yoga reduces stress and anxiety, relaxes mind in bringing calmness, helps in focus and concentration. At emotional level too Yoga helps immensely by regulating emotion and boosting self-esteem. Yoga enhances stimulation of sensory organs and helps in coping emotional disturbances. Yoga practices help in disciplining mind by reducing impulsivity, promote cognitive development, improve communication skills and social skills. The psychosomatic effects of Yogic practices are well experienced in the field of Yoga therapy for correcting disorders.

Course Objectives (COs):

This course is designed to enable students:

1. To introduce Yoga as a comprehensive system for physical, mental, emotional, and spiritual wellness.
2. To introduce ways to keep individuals physically, mentally, emotionally, spiritually and socially healthy
3. To develop self-regulation, resilience, and ethical awareness through Yogic practices.
4. To integrate Yoga with academic, professional, and social life for sustainable well-being.

5. To foster interdisciplinary appreciation of Yog across health sciences, psychology, philosophy, and education.

Course Learning Outcomes (CLOs):

After successful completion of this course, students will be able to:

1. Understand the role of Yoga for the wellness and various components of Yogic Practices
2. Gain knowledge on the Yogic anatomy and physiology
3. Demonstrate Yogic practices for physical and emotional wellness.
4. Apply Yogic principles in academic and professional contexts.
5. Reflect on ethical living and social harmony through Yoga.

Course Content:

Unit 1. Introduction to Yoga for Wellness (5 Lectures)

- a) Concept of Wellness as defined globally and by WHO
- b) Various Paths of Yogic practices and Their Principles
- c) Impact of Yoga on six dimensions of wellness - physical, mental, emotional, intellectual, spiritual, and social.
- d) Yoga in NEP-2020

Unit 2. Yogic Anatomy and Physiology for Healthy Lifestyle (5 Lectures)

- a) Pancha-kosha model of human existence
- b) Concept of human Pranic system
- c) Concept of Psycho-somatic effect and role of Yoga

Unit 3. Foundation of Yogic Practices (5 Lectures)

- a) Yama, Niyama of Patanjali's Ashtanga Yoga
- b) Yogic diet (Satwik Ahar) for positive energy
- c) Shat-Kriyas meaning and role in cleansing
- d) Role of rest and sleep in healthy lifestyle
- e) Mantra, Bhajan and prayer for balance in life

Unit 4. Yogasanas for Health and Wellness (5 Lectures)

- a) Theory of Yogasanas and their benefits
- b) Therapeutic aspects of Yogasanas
- c) Effects of Yogasanas on Koshas
- d) Importance of safety in Yogasanas

Unit 5. Pranayama for Expansion of Vital Energy (4 Lectures)

- a) Introduction to Pranayama concept
- b) Benefits of breath expansion and regulation for stress, anxiety, and energy

- c) Pranayamas with their benefits and contraindication

Unit 6. Mudras and Bandhas for Wellness (3 Lectures)

- a) Concept of Kaya Mudras and Hasta-Mudra with examples
- b) Concept of Puraka, Rechaka and Kumbhaka with examples

Unit 7. Meditation and Mental, Emotional and Spiritual Wellness (3 Lectures)

- a) Techniques: Mindfulness, Om chanting, Trataka, Yoga Nidra
- b) Attention and emotional regulation

Yoga Practical

Practical : 20 Marks

Note Book : 5 Marks

1. Prayer and Mantra (2 lectures)

- a) Recitation of Pranava and other Vedic Mantras
- b) Singing of Bhajans
- c) Saying universal prayers

2. Yogic Shat Karma Demonstration and practice (3 Lectures)

- a) Neti: Jala Neti
- b) Dhauti: Vamana Dhauti (Kunjal)
- c) Kapalbhata (Vatakrama)
- d) Trataka

3. Yogic Sookshma Vyayama and Sthool Vyayama Practice (3 Lectures)

- a) Yogic Sookshma Vyayama (Micro circulation practices)
- b) Yogic Sthool Vyayama (Macro circulation practices), like, Sarvanga-Pushti and Hrid-Gati (Engine daud)

4. Yogasanas practice for keeping healthy and Lifestyle-diseases therapy (8 Lectures)

20 Yogasanas to be selected by the course teacher from the suggested asanas given below or from outside as required.

5. Surya Namaskara Practice (2 Lectures)

6. Pranayama Practice (4 Lectures)

- c) Yogic Deep Breathing (Abdominal, Thoracic and Clavicular Breathing),
- d) Preparatory Kriya for pranayama (Kapalbhata, Anuloma Viloma/ Nadi Shodhana)
- e) Important Pranayama (Bhastrika, Bhramari, Ujjayee, Sheetali, Sitkari).

7. Bandha Practice (2 Lectures)

- a) Jalandhara Bandha,
- b) Uddiyana Bandha,
- c) Mool Bandha and
- d) Maha Bandha

8. Mudra Practice (3 Lectures)

- a) Kaya Mudras (Yoga Mudra, Prana Mudra, Vipareetakarani Mudra and Pashinee Mudra)
- b) Hast-Mudras (Gyan-Mudra, Dhyan-Mudra, Vayu-Mudra, Prithvi-Mudra, Akash-Mudra, Varun-Mudra, Surya-Mudra, Shoonya-Mudra, Prana-Mudra, Apan-Mudra and Hridaya-Mudra)

9. Dhyana Practice (3 Lectures)

- a) Definition
- b) Body awareness and Breath awareness
- c) Yoga Nidra,
- d) Sthool Dhyana
- e) Sookshma Dhyana

Suggested List of Asanas:

Adhomukh-swan-Asana, Anand-bal-asana, Ardha Matsyendrasana, Balasan, Bhujangasana, Badha-konasana (Tittali-asana), Bhu-Naman-Asanas, Dandasana, Dhanurasana, Gomukhasana, Halasana, Hastottanasana, Kati-chakrasana, Konasana, Makarasana, Mandukasana, Marjari-asana, Matsyasana, Naukasan, Padahastasana, __Parvat-asana, Paschimottanasana, Pawan-muktasana, Purvottanasana, Sarvangasana, Savasana, Setubandhasana, Shalabhashana, Shashankasana, Sinha-garjan-asana, Surya Namaskar, Tadasana, Trikonasana, Ushtra-asana, Utkat-asana, Uttan-asana, Uttanapadasana, Vajrasana, Vakrasana, Vrikshasana, Yognidra.

Suggested Readings:

1. Suryanamaskara, Swami Satyananda Saraswati, Bihar School of Yoga, Munger, 2006
2. Yogic Pranayama, K.S. Joshi, Orient Paperbacks, New Delhi 2009
3. Asana, Pranayama, Mudra, Bandha, Swami Satyananda Saraswati, Bihar School of Yoga, Munger, 2006
4. Pranayama, Swami Kuvalyananda, Kaivalyadhama, Lonavla, 1992
5. Anatomy and Physiology of Yogic Practices, M. M. Gore, Kanchana Prakashana, Lonavala, 2004
6. Management of Common Diseases, Swami Karmanand, Bihar Yoga Publication Trust, 2006

7. Yoga Module for Wellness Series (1 to 10) MDNIY, New Delhi 2011
8. Shreemad Bhagvadgita Gita press Gorakhpur
9. Yoga ke Sidhant Evam Abhyas, Kalidas Joshi and Ganesh Shankar, Madhya Pradesh Hindigrantha Akadami, Bhopal, 1995
10. WHO Wellness Framework (for interdisciplinary linkage)

12. Marketing Skills for Success

Semester	: I/II/III
No. of Credits	: 3 (Theory: 03, Practical: 00)
Total Marks	: 75
No. of Teaching Hours:	45
SIE	: 00
ESE	: 75 (3 hours)
Pass Marks	: 30

Instruction to question Setter:

There will be **two** group of questions. **Group A** will contain three questions in which all are to be answered.

Question No.1 will be **very short answer type (not MCQ)** consisting of five questions of 1 mark each.

Question No.2 & 3 will be **short answer type** of 5 marks each. **Group B** will contain **descriptive type (Long answer type)** seven questions of fifteen marks each, out of which any four are to be answered.

Note: There may be subdivisions in questions of **group B**.

Course Objectives (COs):

This course is designed to enable students to

1. inculcate the skills of identifying customers need and how to satisfy customers
2. understand Core Marketing Concepts
3. evaluate Pricing and Distribution Decisions
4. design Effective Promotional Strategies
5. analyze Product Strategies
6. apply Market Segmentation, Targeting, and Positioning (STP)
7. Explore the Marketing Mix (4Ps)

Course Learning Outcomes (CLOs):

After completion of this course, students should be able to understand

1. understand Core Marketing Concepts
2. apply Segmentation, Targeting, and Positioning (STP) Strategies
3. analyze the Marketing Mix
4. evaluate Product Strategies
5. assess Pricing and Distribution Decisions
6. design Promotional Strategies

Course Content:

Unit 1. Core Concepts of Marketing: From Needs to Market Positioning

Introduction to marketing: Concept of need, want and demand; Definition and concepts of Marketing; difference between Marketing and Selling; Segmentation: Concept, need, process of segmentation, Segmenting Variables, Advantage of Segmentation; Targeting: concept, importance, Types; Positioning: Concept, Importance, Types; Marketing Mix and Marketing Mix Elements.

(15 Lectures)

Unit 2. Product Strategy and Lifecycle Management

Concept of Product; Product Mix, Length, Breadth and Consistency; Product life Cycle: Stages of PLC- Introduction, Growth, Maturity, Decline and Strategies in different stages; New Product - Definition, New Product Development process; Adoption process of New Product.

(15 Lectures)

Unit 3. Pricing, Distribution, and Promotional Strategies

Price - Importance of Price, different pricing methods, factors influencing price; Concept of Distribution channel - Importance of distribution Channel, Channel Conflicts - Reasons and Resolution; Promotion Mix - factors affecting promotion Mix, Role of Advertising, Sales promotion - definition and different tools; Personal Selling process.

(15 Lectures)

Suggested Readings:

1. Kotler Philip: Marketing Management: Analysis, Planning and Control (Prentice Hall, New Delhi).
2. Ramaswamy V.S. and S. Namakumari: Marketing Management - Planning, Implementation and Control (MacMillan India, New Delhi).
3. Rajan Saxena: Marketing Management (Tata McGraw Hill, New Delhi).
4. Marketing Management, Panda, T.



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