

FOUR-YEAR UNDERGRADUATE PROGRAMME (FYUGP) VALUE – ADDED COURSES (VAC)


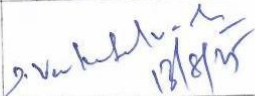

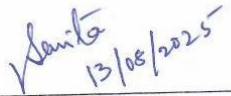
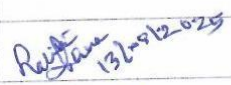
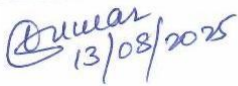
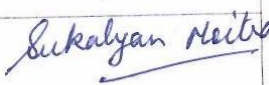
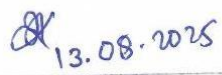
As per NEP 2020 and Learning Outcomes-based National Curriculum Framework
(Aligned with NCrF and NHEQF)

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	
7.	Principal, Giridih College, Giridih	
8.	Dr. Lalita Rana, Member of Syndicate, V.B.U., Hazaribag	
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	

Value -Added Courses

Introduction:

The value-added courses have been introduced in FYUGP to broaden students' perspective and their overall well-being. These courses aim to cultivate a deeper appreciation and awareness of cultural, physical and environmental health.

Distribution of Credits of Value-Added Courses in various semesters

Semester	No. of Credits	Course
I	2	Any two of following, one in each semester, is to be opted
II	2	i. Understanding Bharat ii. Citizenship Education iii. Yog for Holistic Development iv. Sports and Fitness v. Health and Wellness vi. Human Values and Ethics vii. Inclusive Traditions in Ancient Indian Culture
IV	2	Environmental Studies

Basket of Value -Added Courses (VACs) of 2 credits each

Ser. No.	Name of Course
1.	Understanding Bharat
2.	Citizenship Education
3.	Yog for Holistic Development
4.	Sports and Fitness
5.	Health and Wellness
6.	Human Values and Ethics
7.	Inclusive Traditions in Ancient Indian Culture
8.	Environmental Studies

1. Understanding Bharat

Semester	: I/II
No. of Credits	: 2 (Theory: 02, Practical: 00)
Total Marks	: 50
No. of Teaching Hours	: 30
SIE	: 00
ESE	: 50 (2 hours)
Pass Marks	: 20

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 Objective (COs):

This course is designed to expose the students to our social, economic and cultural heritage.

Course Learning Outcomes (CLOs):

On successful completion of this course, the student will be able to have a knowledge regarding

1. Contemporary India with its historical perspective
2. Constitutional obligations: fundamental rights and duties.
3. Indian knowledge systems (IKS)
4. India's struggle for freedom

Course Outlines:

Background of India's culture, Growth and development of Indian education and literature, Leaders of India's freedom struggle, Geographical features of India, The people of India, Indian Constitution, Political ideas, An overview of Indian economy, A brief introduction of life and ideas of Acharya Vinoba Bhave.

Course Content:

Unit 1. Background of India's culture:

1. Harappan civilization and Vedic age
2. Buddhism, Jainism, Sanatan (Hinduism) and Islam

(4 Lecture)

Unit 2. Growth and development of Indian Education and literature:

1. Bharat's Natyashastra, Kalidas, Panini, Patanjali
2. Taxila, Nalanda, Vishwa Bharati, BHU, AMU, IIT, IISC, AIIMS

(5 Lecture)

Unit 13. Leaders of India's freedom struggle:

1. Mahatma Gandhi
2. Jawaharlal Nehru
3. Subhash Chandra Bose
4. Freedom fighters of Jharkhand (Tilka Manjhi, Sidho-Kanho, Birsa Munda & Jatra Bhagat)

(4 Lecture)

Unit 4. Geographical features of India

1. India on the map of world and its neighbouring countries
2. Physical features of India including mountain, plateau, plain, coast, island, vegetation, rivers, soils, and climate

(4 Lecture)

Unit 5. The People of India: Racial diversities, Population, its growth, distribution, Migration.

(2 Lecture)

Unit 6. Indian Constitution:

1. Preamble
2. Salient features
3. Fundamental rights
4. Fundamental duties

(4 Lecture)

Unit 7. Political ideas:

Non-violence, Satyagraha and Social Justice

(2 Lecture)

Unit 8. The Indian Economy: The Indian Economy through the Ages (Agriculture, Industry and Trade-Transport)

(3 Lecture)

Suggested Readings

1. A. L. Basham, A Cultural History of India, Oxford University Press, 1997
2. A. L. Basham, A Wonder that was India, Rupa, New Delhi, 1994
3. N. R. Ray, An Approach to Indian Art, Publication Bureau, Chandigarh, 1974
4. Nayanjot Lahiri, Marshaling the Past: Ancient India and its Modern Histories, Permanent Black, 2012
5. R.C. Majumdar (ed.), History and Culture of Indian People (Relevant Volumes and Chapters), Bhartiya Vidya Bhawan, Bombay.
6. S. C. Ghosh, History of Education in Modern India, 1758-1986, Orient Longman, Hyderabad, 1995
7. Swami Vivekananda, Sampurna Vangmaya, Advait Asharam, Nagpur.
8. Tirthankar Ray, The Economic History of India 1857-1947, OUP, 2006
9. Vijay Joshi and I.M.D. Little, India's Economic Reforms, 1991-2001, OUP, 199
10. अद्भुत भारत ,बाशम .एल .ए ,
11. भारत की संस्कृति के चार अध्याय 'दिनकर' रामधारी सिंह ,
12. भारत की संस्कृति की कहानी, डॉ भगवत शरण उपाध्याय राजपाल एंड संस ,
13. भारत का भूगोल रावत प्रकाशन ,माजिद हुसैन ,

2. Citizenship Education

Semester	: I/II
No. of Credits	: 2 (Theory: 02, Practical: 00)
Total Marks	: 50
No. of Teaching Hours	: 30
SIE	: 00
ESE	: 50 (2 hours)
Pass Marks	: 20

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):

This course is designed to enable students to:

1. Understand the foundational principles of citizenship in democratic societies.
2. Explore the Indian Constitution and its relevance to civic life.
3. Reflect on rights, duties and ethical responsibilities of citizens.
4. Engage with contemporary civic issues through participatory methods.
5. Cultivate values of tolerance, pluralism and active citizenship.

Course Learning Outcomes (CLOs):

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

1. Explain key concepts of citizenship, democracy and constitutional values.
2. Analyze the rights and duties enshrined in the Indian constitution.
3. Demonstrate awareness of civic issues and propose responsible actions.
4. Participate in community-based activities and reflect on civic engagement.
5. Appreciate diversity and uphold inclusive citizenship practices.

Course Content:

Unit 1. Foundations

Meaning of Citizenship, Global Perspectives.

Unit 2. Indian Constitution

Preamble, Fundamental Rights, Fundamental Duties, Directive Principles of State Policy.

Unit 3. Civic Values & Civic Engagement

Justice, Equality, Liberty, Secularism, Pluralism, Voting ethics, Volunteering in society, RTI.

Unit 4. Contemporary Issues:

Environment Sensitization, Sanitation and Hygiene Sensitization, Gender Sensitization, Digital Citizenship, Media Literacy.

Unit 5. Reflection & Action

Community Projects, Individual and group reflections and actions.

Suggested Readings & Resources

S. No.	Type	Title	Author/Source
1.	Book	Citizenship Education and the Personalization of Democracy	Herbert J. M. Hermens & Rob Bartels
2.	Book	Introduction to Citizenship Education	Silas T. Silas
3.	Book	Global Citizenship Education	William Gaudelli
4.	Book	Teaching Citizenship Education: A Radical Approach	Ralph Leighton
5.	Book	Education & Citizenship in India	Leonard Alston
6.	Book	Value creating Global Citizenship Education	Namrata Sharma
7.	Book	Citizenship Education, Sustainability and Environmental Education	Dr. K. Ravinath and Dr. Ch. Dr. Mehboobjan Ravinder,
8.	Book	Citizenship Education	James Arthur and Ian Davies
9.	Book	We the People	Nani Palkiwala
10.	Book	Introduction to the Constitution of India	D. D. Basu
11.	Report	National Youth Policy 2014	Ministry of Youth Affairs & Sports, Govt. of India
12.	Toolkit	Citizenship Education Toolkit	UNESCO
13.	Article	Citizenship and Education in Contemporary India	Krishna Kumar (EPW)
14.	Website	Know Your Rights	National Human Rights Commission
15.	Video	Fundamental of India Democracy	Rajya Sabha TV/NCERT YouTube channel
16.	Study material	University Grants Commission	UGC
17.	Study material	Azim Premji University	Azim Premji Univ.
18.	पुस्तक	नागरिक शास्त्र शिक्षण	डॉ० रामपाल सिंह, डॉ० धर्मेन्द्र कुमार
19.	पुस्तक	वैश्विक नागरिकता और शिक्षा	प्रो० के० के० शर्मा
20.	पुस्तक	वैश्वीकरण और नागरिकता	डॉ० मनीषा शर्मा
21.	पुस्तक	नागरिकशास्त्र और नागरिकता शिक्षा	डॉ० रामेश्वर प्रसाद मिश्रा
22.	पुस्तक	भारतीय लोकतंत्र और नागरिकता शिक्षा	डॉ० रमा शर्मा
23.	पुस्तक	नागरिकता शिक्षा और मूल्य	डॉ० हरिशंकर प्रसाद

24. पुस्तक	समाजशास्त्र / राजनीति विज्ञान	राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
25. website	www.un.org/Globalcitizenship	
26. website	www.unesco.org/globalcitizenship	

3. Yog for Holistic Development

Semester	: I/II
No. of Credits	: 2 (Theory: 02, Practical: 00)
Total Marks	: 50
No. of Teaching Hours	: 30
SIE	: 00
ESE	: 50 (2 hours)
Pass Marks	: 20

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

Yoga is a powerful holistic practice for inner growth that encourages mindfulness, improves concentration and ability to focus, builds physical strength with flexibility and improves self-esteem. Yoga promotes stress management and self-awareness it can help in increasing clarity of mind, physical and mental relaxation, reducing anxiety, and alleviating happiness. Yoga is beneficial for all age groups but impact of Yoga for holistic development is more profound when it is practiced from childhood starting at the age of 10 to 12. Yoga has many forms of practices like Asanas, Pranayamas, Dhyana, Mudras, Bandhas, Shat-karmas etc. This course will give an outline of basics of Yoga theory and practices which one can adopt for a holistic lifestyle and growth.

Course Objectives (COs):

This course is designed to enable students:

1. to understand the meaning of holistic development and lifestyle,
2. to gain knowledge of the definitions of Yog and the ways of Yogic practices given in the Bhartiya ancient scriptures
3. to understand basics of various paths of Yog and its role in holistic development cultivating physical, mental, emotional, spiritual and social balance through Yog,

4. to learn the basics of Yogic anatomy and physiology in human
5. to learn the Yogic practices for self-awareness, ethical living, and stress resilience in daily life, and
6. to integrate Yog with academic and professional life for enhanced productivity and harmony.

Course Learning Outcomes (CLOs):

On the successful completion of the course, students will be able to:

1. define Bhartiya Yog philosophy for physical, mental, psychological, emotional, spiritual, social, cognitive, sensory and motor development for holistic living,
2. understand the meaning of Indriyas, Pranas, Panchbhootas, Trigunas, Nadis, Chakras and Panchkosha as Yogic anatomy and physiology,
3. understand the role of relaxation and Satwik food for holistic development,
4. understand the importance of daily Yog practice including Matra chanting and meditation (Dhyana)
5. apply Yogic principles in personal and academic life, and
6. reflect on ethical living and emotional regulation through Yog.

Course Content:

Unit 1. Foundations of Holistic Development and Yog

- a) Meaning of holistic development and its impact on life
- b) Meaning and definitions of Yog in various Bhartiya ancient scriptures – *Ved* and *Upnishads*, *Yog-Darshan*, *Bhagavad Gita*, and *Hath-Yog* scriptures
- c) Various paths of Yog as defined in Bhartiya scriptures - Patanjali Ashtanga-Yog, Karma-Yog, Bhakti-Yog, Gyan-Yog, and Hath-Yog
- d) Need for Panch-koshiya development in education as defined in NEP-2020

(4 Lectures)

Unit 2. Yogic Anatomy and Physiology

- a) Definition of Pranas and Upa-pranas with Nadis and Chakras
- b) Definition of Indriyas (Sensory organs) - Karmendriyas and Gyanendriyas
- c) Definition of Panchbhootas and Trigunas
- d) Definition of Panchkosha and its compositions

(5 Lectures)

Unit 3. Role of Asanas, Pranayamas, Mudras and Bandhas in Panchkosha Development

Definitions of Asanas, Pranayamas, Mudras and Bandhas

- a) Psycho-somatic effects of Yogic practices and interdependence of physical body, mental and pranic (vital energy) channels
- b) Impacts of Asanas, Pranayamas, Mudras and Bandhas on development of various Koshas

(5 Lectures)

Unit 4. Satwik Ahara, Mantra Chanting and Dhyana for psychic cleansing

- a. Types of Ahara and their impact on mind and body
- b. Discussion on Mantra chanting effect on the mind and spiritual upliftment
- c. Introduction to Dhyana and its types with impacts on Koshas development

(5 Lectures)

Unit 5. Introduction to Practice of Asanas, Pranayama, Mudras and Bandhas

- a) Types of Asanas, their benefits and contraindication
 - i. Introduction to Yog Sooksham Kriyas practices
 - ii. Introduction to Yog Asanas practices starting from simpler to medium levels
 - iii. Soorya Namaskar
 - iv. Standing and sitting positions group of Asanas - forward bending, backward bending, side bending, twisting and balancing
 - v. Lying down Asanas in both supine and prone positions – backward bending and resting
- b) Types of Pranayamas with benefits and contraindication (Yogic breathing, Bhastrika, Kapalbhathi, Ujjayi, Anulom-Vilom, Bhramari, Udgeet, Sheetal and Sheetkari)
- c) Types of Mudras with benefits and contraindication
- d) Types of Bandhas with benefits and contraindication

(6 Lectures)

Unit 6. Practice of Vedic Mantras chanting, Yognidra, Dharna and Dhyana (5 Lectures)

- a) Learning to chant Gayatri Mantra and any other 5 Vedic Mantras
- b) Learning the practice of Yognidra
- c) Learning the practice of Sthool and Sookshma Dharna and Dhyana

(5 Lectures)

Suggested Readings:

1. *Asana Pranayama Mudra Bandha*, Swami Satyanand Saraswati, Yoga Publications Trust, Munger, Bihar, India
2. *Yog-Darshan, Maharishi Patanjali, (Yoga Sutras)* , Gita Press Gorakhpur, India
3. *Hatha Yoga Pradipika*, Swami Satyananda Saraswati, Yoga Publications Trust, Munger, Bihar, India
4. *Bhagavad Gita*, Gita Press Gorakhpur, India
5. *Taittiriya Upanishad*
6. *Yoga: A Healthy Way of Living*, National Council of Educational Research and Training (NCERT), New Delhi, India

7. *Yoga for Healthy Living*, Health and Physical Education – Class X, NCERT, New Delhi, India
8. *The Universe Within-A journey Through The Chakras*, Paramhansa Prajnanananda, Prajnana Mission, India
9. *Suryanamaskara*, Swami Satyananda Saraswati, Bihar School of Yoga, Munger
10. *Yogic Pranayama*, K.S. Joshi, Orient Paperbacks, New Delhi
11. *Pranayama*, Swami Kuvalyananda, Kaivalyadhama, Lonavla
12. *Anatomy and Physiology of Yogic Practices*, M. M. Gore, Kanchana Prakashana, Lonavla

4. Sports and Fitness

Semester – I/II

No. of Credits	: 2 (Theory: 01, Practical: 01)
Marks	: (Theory 25 + Practical 25) = Total Marks = 50
No. of Teaching Hours:	(Theory 15 hours + Practical 30 hours)
SIE	: 00
ESE	: 50 (2 hours)
Pass Marks	: 20

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) 4 questions of ten marks each, out of which any 2 are to be answered. There may be subdivisions in questions of group B.

Course Objectives (COs)

- i. To develop awareness of physical fitness, sports culture, and wellness.
- ii. To introduce foundational concepts in sports science and training.
- iii. To foster lifelong habits of physical activity and mental well-being.
- iv. To encourage teamwork, discipline, and leadership through sports.

Course Learning Outcomes (CLOs)

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

1. Explain the key concepts of physical fitness, wellness, and sports science.
2. Describe the nutritional and psychological factors influencing health and performance.
3. Identify the rules, techniques, and benefits of selected sports and physical activities.
4. Demonstrate basic fitness exercises, warm-up routines, and sport-specific skills.
5. Apply principles of training and injury prevention during physical activity.

6. Participate actively in individual and team-based sports with proper technique and etiquette.
7. Value the importance of regular physical activity for lifelong health and well-being.
8. Exhibit teamwork, discipline, and leadership through sports participation.
9. Reflect on personal fitness goals and progress through journaling and self-assessment.

Theory: Total 15 Teaching Hours

Course Content:

Unit 1. Introduction to Physical Fitness and Health (3 Lectures)

- i. Definitions and dimensions of fitness
- ii. Components: cardiovascular endurance, muscular strength, flexibility, body composition

Unit 2. Lifestyle and Wellness (3 Lectures)

- i. Sedentary behavior and its risks
- ii. Role of exercise in preventing lifestyle diseases
- iii. Mental health benefits of physical activity

Unit 3. Nutrition and Hydration (3 Lectures)

- i. Basics of balanced diet for active individuals
- ii. Importance of hydration and recovery nutrition

Unit 4. Sports Science Basics (3 Lectures)

- i. Principles of training: overload, specificity, progression
- ii. Warm-up and cool-down techniques
- iii. Injury prevention and basic first aid

Unit 5. Introduction to Popular Sports (3 Lectures)

- i. Overview of rules, techniques, and benefits of selected sports (e.g., football, volleyball, athletics, badminton)

Practical Engagement and Skill Development (Total 30 hours of engagement)

Unit 1. Fitness Assessment and Goal Setting

- i. Baseline tests: BMI, flexibility, endurance (e.g., Cooper test, sit-ups, push-ups)
- ii. Personal fitness goal planning

Unit 2. Participation in Physical Activities

- i. Weekly sessions in yoga, aerobics, or selected sports
- ii. Skill drills and technique refinement

Unit 3. Team Sports and Leadership

- i. Group challenges, mini tournaments, and cooperative games
- ii. Emphasis on teamwork, strategy, and fair play

Unit 4. Reflective Practice

- i. Maintenance of a fitness journal/logbook

- ii. Self-assessment and feedback

Practical:

Based on above engagements: 25 Marks

Suggested Readings and Resources:

1. A.K. Upal, Principles of sports training (2001), Friends Publication, Delhi
2. B. C. Rai, Health Education and Hygiene, Prakashan Kendra, Lucknow
3. K. K. Verma, Health and Physical Education (2005), Prakash Brothers, Ludhiana
4. Ajmer Singh et al, Modern Textbook of Physical Education, Health and Sports (2022), Kalyani publishers, Ludhiana
5. B. N. Ghose, A Treaties of Hygiene and Public Health, Scientific Publishing Co., Kolkata
6. M. Zimmermann, Handbook of Nutrition (2007), Saurabh Printers Pvt. Ltd.
7. Kumud Khanna et al, Nutrition and Dietetics (2001), Phoenix Publishing house Pvt. Ltd.
8. WHO Guidelines on Physical Activity and Sedentary Behaviour.
9. Fit India Movement Portal <https://fitindia.gov.in>

5. Health and Wellness

Semester	: I/II
No. of Credits	: 2 (Theory: 02, Practical: 00)
Total Marks	: 50
No. of Teaching Hours:	30
SIE	: 00
ESE	: 50 (2 hours)
Pass Marks	: 20

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 impart Knowledge of wellness and their dimensions.
2. To equip students with skills to lead a healthy lifestyle.
3. To raise awareness about nutrition, Physical activity, stress management and emotional wellbeing.
4. To strengthen knowledge about the role of social relationships, communication, and community support in wellness.

Course Learning Outcomes (CLOs):

1. Understand the multiple dimensions of health and wellness, including physical, mental, and social well-being.
2. Apply principles of nutrition, exercise, and stress management to enhance personal health.
3. Identify and practice strategies to prevent lifestyle-related diseases and promote lifelong wellness.
4. Demonstrate foundational skills in basic fitness activities and yoga for holistic health.
5. Make informed decisions about healthy behaviors and substance abuse prevention, positively impacting self and community.

Course Content:

Unit 1. Introduction (10 Lectures)

1. Definition of Health and Wellness (WHO and contemporary views)
2. Dimensions of Health: Physical, Emotional, Social, Intellectual, and Spiritual
3. Determinants of Health Behaviors and Importance of Health in daily life
4. Factors effecting Health and wellness
5. Status of health in India
6. Health Agencies: World Health Organization (WHO), United Nation Educational Scientific and cultural organization (UNESCO), Integrated child development Services (ICDS), Ministry of Health and Family welfare (MHFW)

Unit 2. Nutrition and Weight Management (10 Lectures)

1. Nutrients and Their Functions: Macronutrients and Micronutrients (Protein, Carbohydrate, Fat, Vitamins, Mineral and water).
2. Balanced Diet: Concept, Components, Importance, Food Pyramid & Sources of Nutrient.
3. Harmful effects of junk food, malnutrition and Mid-day meal.
4. Athletic Diet and Diet Chart Preparation (for different age/gender/activity levels).
5. Role of nutrition in disease prevention.

Unit 3. Physical Activity & Fitness (10 Lectures)

1. Importance of Physical Exercise in health and wellness.
2. Components of Physical Fitness (Strength, Endurance, Flexibility, Agility).
3. Fitness development techniques and assessment.
4. Warming up, Stretching, Strengthening, Cardiovascular exercises.
5. Basic exercises for flexibility and relaxation.

Unit 4. Mental Health & Well-being (8 Lectures)

1. Mind-body connection in health.

2. Mental Wellness and strategies for stress management.
3. Role of happy hormones.
4. Promotion of positive lifestyle choices.

Unit 5. Health Problem in India (7 Lectures)

1. Common diseases: Communicable and Non-Communicable (Obesity, Cardiovascular Disorders, Diabetes, Hypertension, Malaria, Dengue, Asthma, Arthritis).
2. Stress Management.
3. Adverse effects of alcohol and tobacco.

Suggested Readings:

1. B.S. Kakkar "Foundations of Health Education"
2. C. S. Khanna & B. M. Mithal "Textbook of Health Education and Community Pharmacy"
3. Swami K. Satyananda Saraswati "Yogic Management of Common Diseases"
4. Dr. V.K. Sharma "Health and Physical Education"
5. Swami Vishnudevananda "The Complete Book of Yoga"
6. Dr. Anjali Arora "Wellness: The Holistic Way"
7. Dr. A.K. Sethi "Indian Perspectives on Health and Wellness"

6. Human Values and Ethics

Semester	: I/II
No. of Credits	: 2 (Theory: 02, Practical: 00)
Total Marks	: 50
No. of Teaching Hours	: 30
SIE	: 00
ESE	: 50 (2 hours)
Pass Marks	: 20

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):

This course is designed to understand the significance of value inputs in a classroom, basic guidelines, content, and process of value education, explore the meaning of happiness and prosperity, and do a correct appraisal of the current scenario in the society. Distinguish between

ethical and unethical practices, and start working out the strategy to actualize a harmonious environment wherever they work.

Course Learning Outcomes (CLOs):

On completion of the course, it is expected that the students will be able to:

1. Understand the fundamental concepts and nature of human values.
2. Understand the relevance of value education in present-day context.
3. Develop ability to recognize and promote ethical decisions in the student life.
4. Demonstrate integrity, treating everyone with dignity and respect, and owning up to mistakes.
5. Inculcate a positive work culture respecting professional and workplace ethics.
6. Critically analyze the Ethical considerations in emerging technologies.

Course Content:

Unit -1. Understanding Human Values and Morality

- i. Concept and nature of values.
- ii. Classification of values & sources of values.
- iii. Relevance of value education in present-day context.
- iv. Transforming values through education.
- v. Morality and moral norms according to Mahatma Gandhi
- vi. Social structure of social values
- vii. Character-building, personality development, and the establishment of human values

(12 Lectures)

Unit-2. Introduction to Ethics

- i. Basic concept of ethics
- ii. Nature and scope of ethics
- iii. Ethical theories and approaches
- iv. Significance of Ethical Practices in Institution of Higher Education

(09 Lectures)

Unit -3. Contemporary Values and Ethics

- i. Applied ethics: International Ethics, Bio-Ethics, environmental ethics, Media ethics - feministic ethics - gender justice.
- ii. Values and ethical decision-making in personal life.
- iii. Values and Ethics in professional life and workplace.
- iv. Ethical considerations in emerging technologies.

(09 Lectures)

Activities/ Assignment

1. Organize seminar a debate/seminar/panel discussion on role of ethics and values in decision-making in personnel life as well as in the workplace.
2. Write a seminar paper on Contemporary Values and Ethics.

3. Develop/ compile stories with values from different sources and cultures.
4. Develop an action plan for nurturing ethical practices in educational institutions.

Suggested Readings:

Text Books

1. A N Tripathy, (2003), Human Values, New Age International Publishers.
2. Bhatia, R. & Bhatia, A (2015) Role of Ethical Values in Indian Higher Education.
3. R R Gaur, R Sangal, G P Bagaria, (2009), A Foundation Course in Human Values and Professional Ethics.
4. S Samuel Ravi, (2022) A comprehensive study of Education. PHI Learning private limited.
5. J. C. Aggarwal, (2018), Education for Values, Environment and Human Rights. Shipra Publication.

Reference Readings

1. B.K Passi and Prabhakar Singh (1991). Value Education, National Psychological Corporation. Agra.
2. Dhokalia, R.P. (2001). External Human Values and world Religions, New Delhi, NCERT.
3. D.R. Kiran (2014) Professional Ethics and Human Values, McGraw Hill Education (India).
4. R. R. Gaur R Sangal G P Bagaria (2009): A Foundation Course in Human Values and Professional Ethics, Excel Books.
5. Social structure of social values: Radha Kamal Mukherjee
6. पंचकोश साधना : पंडित श्रीराम शर्मा आचार्य

Web link

1. https://samples.jbpub.com/9781449649005/22183_ch01_pass3.pdf
2. <https://egyankosh.ac.in/handle/123456789/33335>
3. <https://soaneemrana.org/onewebmedia/Professional%20Ethics%20and%20Human%20Values%20by%20R.S%20NAAGARAZAN.pdf>
4. <https://www.youtube.com/watch?v=WjqiU5FgsYc>

7. Inclusive Traditions in Ancient Indian Culture

Semester	: I/II
No. of Credits	: 2 (Theory: 02, Practical: 00)
Total Marks	: 50
No. of Teaching Hours	: 30
SIE	: 00
ESE	: 50 (2 hours)

Pass Marks : 20

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)

This course is designed to enable students:

1. To introduce students to the inclusive and pluralistic ethos of Ancient Indian culture.
2. To explore how festivals, rituals, customs foster social harmony.
3. To highlight syncretic traditions.
4. To develop intercultural empathy and civic consciousness among students.

Course Learning Outcomes (CLOs)

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

1. Understand the pluralistic foundations of Indian culture and its inclusive ethos across linguistic, religious, and regional dimensions.
2. Identify and analyze syncretic traditions and inclusive festivals like Rath Yatra and others that foster social harmony.
3. Appreciate the contributions of marginalized voices—Dalit, tribal, and women thinkers—and their role in shaping inclusive cultural narratives.
4. Interpret literature, performing arts, and folk traditions as expressions of cultural inclusion and community engagement.
5. Evaluate contemporary practices and policies that promote inclusion in education, social reform, and cultural preservation in light of Ancient Indian culture.
6. Engage in experiential learning through field visits, reflective writing, and presentations that deepen inter-cultural empathy and civic responsibility.

Course Content:

Unit 1: Foundations of Cultural Pluralism

- a) Concept and meaning of “Culture,” “Tradition,” and “Inclusion”.
- b) Shared sacred spaces and religious practices
- c) Literature, Oral traditions, Folklore, and community rituals

(8 Lectures)

Unit 2: Syncretic and Inclusive Traditions

- a) Architecture and Sculpture
- b) Rath Yatra of Puri: participation across castes and communities
- c) Art, Music and Dance

(7 Lectures)

Unit 3: Society and inclusion

- a) Customs, festivals and everyday inclusion
- b) Sanskaras and education
- c) Inclusive education and social justice in Ancient Indian thought

(8 Lectures)

Unit 4: Inclusive reflections through Case studies; Student presentations and reflective essays based on:

- a) Jharkhand
- b) Puri and Dwarika
- c) Badrinath and Rameshwaram

(7 Lectures)

Suggested Readings:

1. C.B.S.E., Delhi, Handbook of Inclusive education
2. Jayapalan, N. *Indian Culture and Society*
3. Desai, Neera. *The Bhakti Movement and the Status of Women*
4. Thapar, Romila. *India: Diversity and Unity*
5. Selected poems of Kabir, Tagore, and Dalit writers
6. Documentaries: *The Rath Yatra of Puri, The Sufi Soul, Lok Rang*

8. Environmental Studies

Semester - IV

No. of Credits	: 2 (Theory: 02, Practical: 00)
Total Marks	: 50
No. of Teaching Hours	: 30
SIE	: 00
ESE	: 50 (2 hours)
Pass Marks	: 20

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.

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

Course objectives:

This course focuses on the rich and diverse biological resources of Jharkhand, India, and explores sustainable management strategies to conserve and utilize these resources for the benefit of both local communities and the environment. Jharkhand's unique ecosystems, including forests,

wildlife, and plant diversity, offer immense ecological and economic potential. The course aims to equip learners with the knowledge and skills to strike a balance between conservation and sustainable utilization of biological resources in the state. Further, this course also aims to provide students with a comprehensive understanding of the environmental challenges posed by degradation, climate change, and pollution, and equip them with the knowledge of effective measures to mitigate their impacts. The course will cover a wide range of topics, including the science behind these issues, their socio-economic implications, and practical strategies for sustainable development and conservation.

Course Learning Outcomes:

After successful completion of this course, the students will be able

1. to demonstrate a comprehensive understanding of the diverse flora and fauna of Jharkhand, including endemic species, their habitats, and ecological roles.
2. to analyze the environmental challenges and threats faced by Jharkhand's biological resources and assess their implications for local communities and ecosystems.
3. to examine the role of indigenous knowledge and traditional practices in the sustainable utilization of medicinal plants and other biological resources in Jharkhand.
4. to identify and classify key wetland ecosystems in Jharkhand and propose conservation measures to safeguard these vital habitats.
5. to design and propose community-based initiatives for promoting sustainable agriculture and crop diversity to enhance food security and ecosystem resilience in the region.

Course Content:

1. Introduction to Jharkhand's Environment and Biodiversity:

- a) Overview of Jharkhand's geography, climate, and natural resources influencing Biodiversity.
- b) Understanding the different ecosystems, including forests, grasslands, wetlands, and rivers of Jharkhand.
- c) Study of the diverse flora, including medicinal plants, endemic species, and economically valuable plants of Jharkhand.
- d) Assessment of Jharkhand's forest cover and its significance.
- e) Traditional knowledge and use of medicinal plants by local communities.
- f) Identification of environmental challenges unique to the region

(9 Lectures)

2. Environmental Degradation and its Impact on Jharkhand:

- a) Deforestation and loss of biodiversity
- b) Soil erosion and land degradation
- c) Mining and industrial activities: environmental implications

(4 Lectures)

3. Introduction to Environmental Degradation, Climate Change, and Pollution:

- a) Definition and causes of environmental degradation, climate change, and pollution.
- b) Historical context and key milestones in environmental awareness.
- c) Impact on ecosystems, biodiversity, and human health.
- d) Global and regional trends in environmental degradation and climate change

(4 Lectures)

4. The Science of Climate Change:

- a) Overview of the greenhouse effect and global warming.
- b) Role of human activities in accelerating climate change.
- c) Effects of climate change on weather patterns and ecosystems

(4 Lectures)

5. Types of Pollution and Their Consequences in Jharkhand:

- a) Air pollution: sources, effects, and solutions.
- b) Water pollution from industries and mining activities.
- c) Soil contamination: industrial and agricultural impacts, restoration approaches.
- d) Noise pollution and its effects on human health and wildlife.

(4 Lectures)

6. Research and Monitoring of Biological Resources:

- a) Role of research and data collection in biodiversity management.
- b) Use of technology for monitoring and conservation planning.
- c) Engaging citizen scientists in biodiversity monitoring.

(5 Lectures)

Suggested Readings:

1. "Flora of Jharkhand: An Illustrated Guide" by Anand K. Singh and Vijay Singh (1st Edition), Publisher: Botanical Survey of India, Year: 2017
2. "The Fauna of Jharkhand" by Kumar Suresh Singh and Dhananjai Mohan (1st Edition), Publisher: Dept. of Zoology, Ranchi University, Year: 2002
3. "Biodiversity of Jharkhand" edited by A.K. Sahu and T. Singh (1st Edition), Publisher: Today & Tomorrow's Printers and Publishers, Year: 2012
4. "Jharkhand: Environment, Development, and State Capitalism" by A. K. Singh (1st Edition), Publisher: Aakar Books, Year: 2018
5. "Jharkhand: Land and People" by Vir Bharat Talwar (1st Edition), Publisher: Bhartiya Jnanpith, Year: 2009
6. "Wildlife of India: A Field Guide" by Vivek Menon (2nd Edition), Publisher: Princeton University Press, Year: 2021
7. "Jharkhand: Environment, Development, and State Capitalism" by A. K. Singh, Edition: 1st Edition, Publisher: Aakar Books, Year: 2018
8. "Biodiversity of Jharkhand" edited by A.K. Sahu and T. Singh, Publisher: Today & Tomorrow's Printers and Publishers, Year: 2012



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