

Four Year Under Graduate Programme (FYUGP)

As per provisions of NEP-2020

Vinoba Bhave University Hazaribag



Value-Added Courses (VAC)

To be implemented from the Academic Year **2022-23**

(From session 2022-26)

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Value -Added Courses (VAC)

The Value-Added Courses (VAC) have been introduced in higher education institutions is to develop Humanistic, Ethical, Constitutional and Universal human values of truth, righteous conduct, peace, love, non-violence, scientific temper, global citizenship values and life-skills.

In semester -I, students of all the streams will have to select two papers of **2 credits** each from the followings:

- i. Understanding India
- ii. Health & wellness, Yoga education and Sports and Fitness
- iii. Global Citizenship Education and Education for Sustainable Development
- iv. Community Engagement & Services

In semester - IV, a Compulsory Paper – ‘**Environmental Studies**’ of **2 credits** has been introduced for the students of all the streams in order to create a mass awareness towards the protection of environment.

1. Understanding India

Semester - I

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 Objective:

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

Course Learning Outcomes:

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 I: Background of India's culture:

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

(4 Lecture)

Unit II: 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

(6 Lecture)

Unit III: 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 IV: 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 V: The People of India: Racial diversities, Population, its growth, distribution, Migration.

(2 Lecture)

Unit VI: Indian Constitution:

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

(4 Lecture)

Unit VII: Political ideas:

Non-violence, Satyagraha and Social Justice

(2 Lecture)

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

(3 Lecture)

Unit IX: Life and ideas of Acharya Vinoba Bhave: A brief introduction

(1 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. Tirthankar Ray, The Economic History of India 1857-1947, OUP, 2006
8. Vijay Joshi and I.M.D. Little, India's Economic Reforms, 1991-2001, OUP, 199
9. अद्भुत भारत, ए. एल. बाशम,
10. भारत की संस्कृति के चार अध्याय, रामधारी सिंह 'दिनकर'
11. भारत की संस्कृति की कहानी, डॉ भगवत शरण उपाध्याय, राजपाल एंड संस
12. भारत का भूगोल, माजिद हुसैन, रावत प्रकाशन

2. Health & Wellness, Yoga Education and Sports & Fitness

Semester - I

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 is designed

1. To promote an optimal state of physical, emotional, intellectual, social & spiritual well-being of all the citizens of the country.
2. To organise sports and fitness activities outside the regular institutional working hours.
3. To focus on creating the ability for self-discipline and self-control in students by Yoga education.
4. To make the students aware of various diseases and benefits of good food habits.
5. To prepare such a citizen who is physically and mentally fit and can handle all the situation in the life.

Course Learning Outcomes:

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

1. Physical health
2. Mental health
3. Spiritual well-being
4. Emotion and social connect

Course Content:

Unit I: Health and Wellness

- a) Meaning, dimensions and approaches to health and wellness, Factors influencing health, Indicators of good health and poor health, Status of health in Jharkhand and India.
- b) Common diseases- introduction, types & etiology, Communicable diseases- causes & prevention, Obesity, Cardiovascular disorder, Diabetes, Liver diseases,
- c) Adverse effect of alcohol and tobacco on human health.

(7 Lecture)

Unit II: Food and nutrition

- a) Nutrients and their function in maintaining good health
- b) Food pyramid, Meaning, importance, components & sources of balanced diet
- c) Harmful effects of junk food.

(5 Lecture)

Unit III: Yoga education

- a) Definition, explanation and importance of yoga.
- b) Historical perspective yoga.
- c) Definition, types and mental & physical benefits asanas, Different types of asanas – Padmasana, Bhujangasana, Halasana, Shalabhasana, Dhanurasana, Vajrasana, Chakrasana, Shavasana, Pawanmuktasana, Mandukasana and Uttanpadasana.
- d) Pranayama and its health benefits- Bhastrika, Kapalbhati, Bahya pranayama, Anulom-vilom, Bhramari, Udgeeth

(9 Lecture)

Unit IV: Sports and fitness

- a) Definition, Meaning & Importance of Physical education
- b) History, Principle and Foundation of physical education
- c) Components of physical fitness and wellness
- d) Sports Training Institutions in India
- e) Physical Education and sports as a need for the Society
- f) Stretching exercises, warming up and limbering down exercises, Cardiovascular exercises,
- g) Rules and regulations of some important games-Football, Volleyball, Basketball, Badminton, Table tennis, Hockey and Cricket.

(9 Lecture)

Suggested Readings:

1. B.K.S Iyengar (2000), Yoga Deepika, Vivekanand Kendra Publisher Bangalore
2. A.K. Upal, Principles of sports training (2001), Friends Publication, Delhi
3. B. C. Rai, Health Education and Hygiene, Prakashan Kendra, Lucknow
4. K. K. Verma, Health and Physical Education (2005), Prakash Brothers, Ludhiana
5. Ajmer Singh et al, Modern Textbook of Physical Education, Health and Sports (2022), Kalyani publishers, Ludhiana
6. B. N. Ghose, A Treaties of Hygiene and Public Health, Scientific Publishing Co., Kolkata
7. M. Zimmermann, Handbook of Nutrition (2007), Saurabh Printers Pvt. Ltd.
8. Kumud Khanna et al, Nutrition and Dietetics (2001), Phoenix Publishing house Pvt. Ltd.

3. Community Engagement Services

Semester - I

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:

1. To expose students to socio-economic issues.
2. To think about the solutions of real-life problems.
3. To be a part of the society to think for the upliftment of the society.

Course Learning Outcomes:

1. Student will learn about History, philosophy, aims, objectives, roles and responsibilities of NSS.
2. They will better understand the problems of the society.
3. They will get help in development of leadership quality in themselves.
4. They will learn about Adult Education and National Youth Policy etc.
5. They will learn about Indian history and culture.
6. They will learn about financial and support system and good entrepreneur.

Course content:

1. Introduction and Basic Concepts of NSS:

- a) History, philosophy, aims & objectives of NSS.
- b) Emblem, flag, motto, song, badge, etc.
- c) Organizational structure, roles and responsibilities of various NSS functionaries

(5 Lectures)

2. Community Mobilization and National Integration:

- a) Mapping of community stakeholders .
- b) Designing the message in the context of the problem and the culture of the community.
- c) Identifying methods of mobilization.

- d) Youth-adult partnership.
- e) Indian history and culture.

(7 Lectures)

3. Volunteerism and Shramdan

- a) Indian Tradition of volunteerism.
- b) Needs & Importance of volunteerism.
- c) Motivation and Constraints of volunteerism.
- d) Shramdan as a part of volunteerism

(6 Lectures)

4. Entrepreneurship Development

- a) Definition and meaning.
- b) Qualities of good entrepreneur.
- c) Steps/ways in opening an enterprise.
- d) Role of financial and support service Institutions.

(6 Lectures)

5. Youth Development Programmes in India

- a) National Youth Policy.
- b) Youth Development programmes at the National Level, State Level and voluntary sector.
- c) Youth-focused and Youth-led organizations.
- d) Adult Education

(6 Lectures)

4. Global citizenship education and Education for sustainable Development

Semester - I

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:

The course will seek to achieve the following objectives:

1. To understand the concept and structure of global governance
2. To empower learners to become aware of and understand global and sustainable development issues
3. To become active promoters of more peaceful, tolerant, inclusive, secure, and sustainable societies.
4. Enabling students to embrace and practice constitutional, humanistic, ethical, and moral values in conducting one's life, including universal human values and citizenship values.
5. To practice responsible global citizenship required for responding to contemporary global challenges
6. To enable the students in recognizing environmental and sustainability issues, climate change impacts and to participate in actions to promote sustainable development.
7. To instil integrity in students and enable them to identify gender issues, human rights issues, ethical issues, related to work and follow just and ethical practices both at home and workplace.

Course Learning Outcomes:

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

1. Enhance the capacity of the learners to acquire and demonstrate problem-solving skills involving the capacity to solve different kinds of problems in familiar and non-familiar contexts and apply one's learning to real-life situations.
2. Promote critical thinking involving capability to apply analytical thought to a body of knowledge, including the analysis and evaluation of policies, and practices, as well as analyse and synthesize data related to global issues from a variety of sources and draw valid conclusions and support them with evidence and examples.
3. Creativity characterized by the ability to create or think in different and diverse ways, deal with problems and situations that do not have simple solutions; view a problem or a situation from multiple perspectives; think 'out of the box' and generate solutions to complex problems in unfamiliar contexts.
4. Communication Skills characterized by skills that enable a person to present complex information in a clear and concise manner to different groups/audiences; express thoughts and ideas effectively in writing and orally and communicate with others using appropriate media, convey ideas, thoughts and arguments using language that is respectful and sensitive to gender and social groups.

5. Coordinating/collaborating with others involving the ability to: work effectively and respectfully with diverse teams, facilitate cooperative or coordinated effort on the part of a group, act together as a group or a team in the interests of a common cause and work efficiently as a member of a team.
6. Leadership readiness/qualities involving capability for: mapping out the tasks of a team or an organization and setting direction; formulating an inspiring vision and building an efficient team and using skills to guide people to the right destination.
7. 'Learning how to learn' skills involving the ability to: acquire new knowledge and skills, including 'learning how to learn' skills, through self-paced and self-directed learning aimed at personal development, meeting economic, social, and cultural objectives, and adapting to changing national and global issues and demands; demonstrating a healthy attitude to be a lifelong learner.
8. Multicultural competence involving: the acquisition of knowledge of the values and beliefs of multiple cultures and a global perspective to honour diversity; capability to effectively engage in a multicultural group/society and interact respectfully with diverse groups; capability to lead a diverse team to accomplish common group tasks and goals.
9. Value inculcation involving acquisition of knowledge and attitude that are required to: embrace and practice constitutional, humanistic, ethical, and moral values in conducting one's life, including universal human values and citizenship values; practice responsible global citizenship required for responding to contemporary global challenges,
10. Environmental awareness and action involving the acquisition and application of the knowledge, skills, attitudes, and values required to take appropriate actions for: mitigating the effects of environmental degradation, climate change and pollution, effective waste management, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation, and sustainable development and living.

Course Content:

1. **Global Citizenship Education (GCE): A brief overview:**
 Characteristics, qualities, five Components, four types, 3 essential concepts as defined by UNESCO, four pillars, goals/objectives, conclusion.

(5 Lectures)
2. **Global Citizen: A general understanding.**
 Definition, Importance, 2 kinds, four types, 5 Characteristics, six outcomes, skills, prominent examples of global citizens.

(5 Lectures)
3. **Sustainable Development:**
 Definition, development of the concept, relation with sustainability, importance, interdependent capacities (requirements), 17goals/objectives, 4 types,3 dimensions, barriers, criticisms.

(4 Lectures)

4. Theory of World State, One World, Global Village:

Hans J. Morgenthau's theory of World State, Wendell Willkie's ideas of One World, Marshall McLuhan's concept of Global village.

(4 Lectures)

5. Global Peace & Security:

GLOBAL PEACE: Meaning, importance, principle, 5 levels of peace, Negative & Positive peace, 8 pillars of positive peace, Global Peace Index.

TOTAL SECURITY: meaning, importance, from cooperation to security, Individual security to International stability.

(4 Lectures)

6. UN Universal Declaration of Human Rights, 1948:

Importance, Preamble, articles, evaluation.

(4 Lectures)

7. Global challenges and global solutions:

Debating topic.

(4 Lectures)

Suggested Readings:

1. Citizenship in a globalizing world: Edited by Ashok Acharya, Pearson Publishers.
2. Global Citizenship Education: William Gaudelli, 2016
3. Conversations on Global Citizenship Education: Edited by Emiliano Bosio, 2021.
4. You are a Global Citizen: Damon Dominique.
5. The Global Citizen: Elizabeth Kruempelmann, 2002.
6. Introduction to Sustainable Development: Martin J. Ossewaarde, 2018.
7. Sustainable Development Goals: Ajay Ahlawat.
8. The age of Sustainable Development: Jeffrey Sachs, 2015.
9. World State: Nicholas Hagger, 2018.
10. The Politics Among Nations: Hans Morgenthau and Kenneth W. Thompson.
11. One World: Wendell Wilkie, 1943.
12. One World: Michael Foreman, 2011.
13. The Global Village: Marshall McLuhan, 1964.
14. Lords of the Global Village: Ranendra, 2017.
15. Global Peace: Nanda Nandan Das, 2020.
16. International Security: A Very Short Introduction: Christopher S. Browning
17. Global Peace & Security: Kripal D Joshi, 2013.
18. Universal Declaration of Human Rights, 1948: From Website of United Nations.

5. 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:

1. Students will be able to demonstrate a comprehensive understanding of the diverse flora and fauna of Jharkhand, including endemic species, their habitats, and ecological roles.
2. Students will be able to analyze the environmental challenges and threats faced by Jharkhand's biological resources and assess their implications for local communities and ecosystems.
3. They will be able to examine the role of indigenous knowledge and traditional practices in the sustainable utilization of medicinal plants and other biological resources in Jharkhand.
4. Demonstrate the ability to identify and classify key wetland ecosystems in Jharkhand and propose conservation measures to safeguard these vital habitats.

5. 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