

**SYLLABUS  
OF  
CO-CURRICULAR COURSES**

*Finalized by Kumaun University  
and as accepted by*  
**SRIDEV SUMAN UTTARAKHAND  
UNIVERSITY,  
BADSHAHITHAUL**



**NATIONAL EDUCATION POLICY  
2020**

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

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# First Semester COMMUNICATION SKILLS

<b>Programme: Undergraduate Programme</b>	<b>Year:</b> <b>1</b>	<b>Semester</b> <b>: 1</b>
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**Subject: Co-curricular Course**

<b>Course Code: CCS 01</b>	<b>Course Title: Communication Skills</b>
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- Course outcomes:**
- To understand the concept of Personality.
  - To learn what personal grooming pertains.
  - To learn to make good resume and prepare effectively for interview.
  - To learn to perform effectively in group discussions.
  - To explore communication beyond language.
  - To learn to manage oneself while communicating.
  - To acquire good communication skills and develop confidence.

<b>Credits: Nil</b>	<b>Co-Curricular Compulsory</b>
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<b>Max. Marks: 100</b>	<b>Min. Passing Marks: 40</b>
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**Total No. of Lectures-Tutorials-Practical (in hours per week): 4-0-0**

Unit	Topic	No. of Lectures
<b>Unit I</b>	<p><b>PERSONALITY AND PERSONAL GROOMING</b>            Understanding Personality, Definition and Meaning of Personality, Types of Personality, Components of Personality, Determinants of Personality, Assessment of Personality            Grooming: Self Dress for success, Make up &amp; skincare, Hair care &amp; styles for formal look Art of accessorizing, Oral Hygiene</p>	<p>7 All topics will include practical learning</p>
<b>Unit II</b>	<p><b>INTERVIEW PREPARATION AND GROUP DISCUSSION</b>            Meaning and Types of Interviews [ Face to Face, Telephonic, Video]            Interview procedure [ Opening, Listening, Closure], Preparation for Interview            Resume Writing LinkedIn Etiquette            Meaning and methods of Group Discussion,            Procedure of Group Discussion.            Group Discussion simulation            Group discussion common error</p>	<p>8 Mock Interviews Included</p>

<b>Unit III</b>	<b>BODY LANGUAGE AND BEHAVIOUR</b> Concept of human behavior Individual and group behavior Developing Self-Awareness Behavior and body language Dimensions of body language: Proxemics Haptics Oculesics Paralanguage Kinesics Sign Language Chromatics Chronemics Olfactics Cultural differences in Body Language Business Etiquette & Body language Body Language in the Post Corona Era Virtual Meeting Etiquette Social Media Etiquette	07
<b>Unit IV</b>	<b>ART OF GOOD COMMUNICATION</b> Communication Process Verbal and Non-verbal communication 7 Cs of effective communication Barriers to communication Paralinguistics Pitch Tone Volume Vocabulary Word stress Pause Types of communication Assertive Aggressive Passive Listening Skills Questioning Skills Art of Small Talk Email Writing	08

**Suggested Reading:**

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

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

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

## Second Semester

# ENVIRONMENT STUDIES AND VALUE EDUCATION

<b>Programme: Under Graduation</b>	<b>Year: 1</b>	<b>Semester: 2</b>
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**Subject: Co-curricular Course**

<b>CourseCode: CCS 02</b>	<b>Course Title: 'Environment studies and Value Education</b>
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**Course outcomes:**  
The mission of the course on Human Values and Environmental Studies is to create morally articulate solutions to be truthful and just and to become responsible towards humanity. The course seeks to establish a continuous interest in the learners to improve their thought process with intent to develop a new generation of responsible citizens capable of addressing complex challenges faced by the society due to disruptions in human interactions effecting human values. This course works towards  
Building fundamental knowledge of the interplay of markets, ethics, and law,  
Look at various challenges faced by individual to counter unethical issues  
Look at core concepts for business ethics  
Look at core concepts of anti-corruption  
Look at core concepts for a morally articulate solution evolver to management issues in general,  
Issues of sustainable development for a better environment.  
To know how environmental degradation has taken place.  
Be aware of negotiations and international efforts to save environment.  
How to develop sustainably?  
Efforts taken up by UN in Sustainable Development.  
Efforts taken by India in Sustainable Development.  
The course intends to create a sense of how to be more responsible towards the environment. Upon finishing of the course students will be able to come up with using ethical reasoning for decision making and frame ethical issues as well as operationalise ethical choices.  
The course integrates various facets of human values and environment.

<b>Credits: Nil</b>	<b>Co-Curricular Compulsory</b>
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<b>Max. Marks: 100</b>	<b>Min. Passing Marks:40</b>
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**Total No. of Lectures-Tutorials-Practical (in hours per week): 4-0-0**

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

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

### Suggested Reading:

1. A foundation course in Human Values and Professional Ethics by RR. Gaur, R. Sangalet.al
2. JUSTICE: What's the Right Thing to Do? Michael J.Sandel.
3. Human Values by A. N. Tripathi New AgeInternational
4. Environmental Management by N.K.Oberoi
5. <https://www.un.org/sustainabledevelopment/sustainable-development-goals/>
6. <https://www.india.gov.in/my-government/schemes>
7. <https://www.legislation.gov.uk/ukpga/2010/23/contents>
8. Daniel Kahneman, Thinking, Fast and Slow; Allen Lane
9. Environment Protection Act 1986; Universal Publications
10. Agarwal, K.C.2001 Environmental Biology, Nidi Pub!. Ltd. Bikaner.
11. Bharucha Erach, The Biodiversity of India, Mapin Publishing Pvt. Ltd. Ahmedabad- 380013, India
12. Brunner R.C., 1989, Hazardous Waste Incineration, McGraw Hi'll Inc.480p
13. Clark R.S., Marine Pollution, Clanderson Press Oxford (TB)
14. Cunningham, W.P.Cooper, T.H.Gorhani, E & Hepworth, M.T.200 I, Environmental Encyclopedia, Jaico Pub!. House. Mumbai. I1 96p
15. De A.K., Environmental Chemistry, Wiley Eastern Ltd.
16. Down to Earth, Centre for Science and Environment(R)
17. Gleick, H.P. 1993. Water in crisis, Pacific Institute for Studies in Dev., Environment & Security. Stockholm Env. Institute. Oxford Univ. Press. 473p
18. Hawkins R.E, Encyclopedia of Indian Natural History, Bombay Natural History Society, Bombay (R)
19. Heywood, Vil & Watson, R.T. 1995. Global Biodiversity Assessment. Cambridge Univ. Press 11 40p.

20. Jadhav, H & Bhosale, V.M. 1995. Environmental Protection and Laws, Himalaya Pub. House, Delhi 284 p.
21. Mckinney, M.L. & Schoel. R.M. 1996. Environmental Science systems & Solutions, Web enhanced edition. 639p.
22. Mhaskar A.K, Matter Hazardous, Techno-Science Publications (TB)
23. Miller T.G. Jr., Environmental Science, Wadsworth Publishing Co. (TB)
24. Odum, E.P. 1971. Fundamentals of Ecology. W.B.Saunders Co. USA, 574p
25. Rao MN.& Dalla, A.K. 1987. Waste Water treatment. Oxford & IBH Pub. Co. Pvt.Ltd. 345p.
26. Sharma B.K., 2001. Environmental Chemistry. Goel Publ. House, Meerut
27. Survey of the Environment, The Hindu (M)
28. Townsend C., Harper J, and Michael Begon, Essentials of Ecology, BlackwellScience (TB )
29. Trivedi, R.K., Handbook of Environmental Laws, Rules, Guidelines Compliances and Standards, Vol I and II, Enviro Media ( R)
30. Trivedi R.K. and P.K. Goel, Introduction to air pollution, Techno-Science Publications (TB )
31. Wagner K.D.,1998. Environmental Management. W.B. Saunders Co. Philadelphia, USA 499p  
(M) Magazine ( R )Reference (TB) Textbook

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

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

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## Third Semester

# MANAGEMENT PARADIGMS FROM BHAGAVAD GITA

<b>Programme: Under Graduation</b>	<b>Year:</b> 2	<b>Semester:</b> 3
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**Subject: Co-curricular Course**

<b>CourseCode: CCS 03</b>	<b>Course Title: Management Paradigms from Bhagavad Gita</b>
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Business Management curriculum provides a variety of the oretical inputs that enables an individual to take decisions for effective running of an organization. In the current situation these inputs are characterized by two peculiar aspects. Firstly, these are based mainly on the western paradigm of the “world view”. While this is one aspect of the knowledge, it is worthwhile to understand alternative “world views”. Secondly, the current management theories are by and large prescriptions for the business organizations. Even when issues pertaining to individuals are addressed, they are in the context of organizational performance. For instance, theories on motivation are developed to improve the organizational performance. This overwhelming focus on organizations has over time pushed the “individuals” to the residual in the equations. It is increasingly felt that the current ideas do not adequately cover all the issues of major concern to individuals and organizations. Many feel the need for alternative perspectives on the problems and possible solutions. Ancient Indian wisdom has set off ideas that present a different perspective of the problems that individuals and organizations face and proposes alternative ways of understanding several aspects pertaining to the domain of management. This course is an attempt to bring these perspectives using Bhagavad Gita as the main reference frame for culling out ideas from Ancient Indian wisdom.

The course is designed with the following main objectives:

- To identify some of the commonly felt problems that individuals, organizations and the society faces
- To illustrate the usefulness of Gita in addressing some of these problems
- To demonstrate how alternative world views and paradigms of management could be developed with a knowledge of Ancient Indian wisdom such as Gita
- To provide a good introduction to Ancient Indian wisdom using Gita as a vehicle

<b>Credits: Nil</b>	<b>Co-Curricular Compulsory</b>
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<b>Max. Marks: 100</b>	<b>Min. Passing Marks:40</b>
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**Total No. of Lectures-Tutorials-Practical (in hours per week): 4-0-0**

<b>Unit</b>	<b>Topic</b>	<b>No. of Lectures</b>
<b>Unit I</b>	<b>Spirituality in Business and Workplace</b> Current Challenges in Business Management & Society Relevance of Ancient Indian Wisdom for contemporary society Spirituality in Business The notion of Spirituality An introduction to Bhagavad Gita & its relevance <b>Assignment:</b> Read five chapters of Bhagwat Gita for Group Discussion. Chapter 1: Visada Yoga Chapter 2: Sankhya Yoga Chapter 3: Karma Yoga Chapter 4: Jnana Yoga Chapter 5: Karma Vairagya Yoga	<b>07</b>

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

### Suggested Reading:

This course will have two sets of readings. One set corresponds to the contemporary literature pertaining to the topics discussed in the sessions. These have been identified in the respective sessions. In addition to this, specific sections from the Gita will be used as the second set of material. There are a number of commentaries available for Bhagavad Gita. These provide a good basis to understand Gita. However, a number of short articles on Gita and Management are available in the following source, which will be used in the context of the course:

Mahadevan, B. Writings on Gita & Management.

<http://www.iimb.ernet.in/webpage/b-mahadevan/bhagavad-gita-amp-management>

For the interested readers some (suggested) additional readings pertaining to Bhagavad Gita are given below:

1. Bhagwat Gita from Geeta Press, Gorakhpur, UP.
2. Swami Ranganathananda, (2001), "Universal Message of the Bhagavad Gita", 3



Volumes, Advaita Ashrama, Kolkata.

3. Swami Dayananda Saraswati, (2007), "The value of values", Arsha Vidya Research & Publication Trust, Chennai.
  4. Swami Chinmayananda, (1996), "Holy Geeta", Central Chinmaya Mission Trust, Mumbai.
  5. Geus, A. (1997), "The Life Span of a Company: Chapter 1 in The Living Company", Nicholas Brealey Publishing, London, pp. 7 – 19.
  6. Beer, S. (1994). "May the Whole Earth be Happy: LokaSamastatSukhinoBhavantu", Interfaces, 24 (4), 83 – 93.
  7. Mahadevan, B. (2013). "Spirituality in Management: Sparks from the Anvil", IIM B Management Review, 25 (2).
  8. Houston, D.J. and Cartwright K.E. (2007), "Spirituality and Public Service". Public Administration Review, Jan. – Feb., 2007, 88 – 102.
  9. Payne, S.G. (2010). "Leadership and spirituality: Business in the USA", The International Journal of Leadership in Public Services, 6 (2), 68 – 72.
  10. Poole, E. (2007). "Organizational Spirituality – A literature review", Journal of Business Ethics, 84, pp. 577 – 588.
  11. Bhattathiri, M.P. "Bhagavad Gita and Management"
  12. Mahadevan, B. (2009). "Shrimad Bhagavad Gita – Ideas for Modern Management", One day Seminar on "Towards a New Paradigm of Business management: Alternative Perspectives from Ancient Indian Wisdom", IIM Bangalore, December 12, 2009.
  13. (2012). "Bhagavad Gita and Management", Arsha Vidya News Letter, April 2012, 23 – 30.
  14. Ancona, D., Malone, T.W., Orlikowski, W.J. and Senge, P.M. (2007), "In praise of the incomplete leader", Harvard Business Review, 85 (2), 92 – 100.
  15. Mahadevan, B., (2013). "Inspirational Leadership: Perspectives from Gītā", Chapter 13 in Sanskrit and Development of World Thought, Kutumba Sastry V. (Ed.), D K Print World, New Delhi, pp 199 - 210.
  16. Mehrotra, R. (2010). "Work Builds, Charity Destroys", Chapter 8 in Ennoble, English course book, Second Year Pre-University, The Karnataka Text Book Society, pp. 63 – 70.
  17. Michaelson, C. (2009). "Teaching Meaningful Work: Philosophical Discussions on the Ethics of Career Choice", Journal of Business Ethics Education, 6, pp. 43 – 68.
  18. Corner, P.D. (2008). "Workplace Spirituality and Business Ethics: Insights from an Eastern Spiritual Tradition", Journal of Business Ethics, 85, pp. 377 – 389.
  19. Adhia, H., Nagendra, H.R. and Mahadevan, B. (2010). "Impact of Adoption of Yoga Way of Life on the Emotional Intelligence of Managers". IIMB Management Review. Vol. 22 (1&2), pp. 32 – 41.
  20. Swami Dayananda Saraswati. (2007). "The value of values", Arsha Vidya Research & Publication Trust, Chennai, pp. 1 – 54.
  21. Biswas, M. (2010). "In search of personality inventory for Indian managers: an application of structural equation modelling", Journal of Services Research. 10 (1), pp 101 – 123.
  22. Capra, F. (2004), "Life and Leadership in Organizations: Chapter 4 in Hidden Connections", Anchor Books, New York, pp. 97 – 128.
  23. Amory B. Lovins, A.B., Lovins, L.H. and Hawken, P. (2007). "A Road Map for Natural Capitalism", Harvard Business Review, 85 (4), 172 – 183.
  24. Ehrenfeld, J. R. (2005). "The Roots of Sustainability", MIT Sloan Management Review, 46 (2), pp. 23-25.
  25. David Elrod II, P. and Tippett, D.D. (2002). "The "death valley" of change", Journal
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of Organizational Change Management, 15(3), pp. 273 – 291.  
28. Mahadevan, B, (2014). The Law of Conservation of  
Divinity

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

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

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

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## VEDIC STUDIES 'वैदिक अध्ययन'

<b>Programme: Under Graduation</b>		<b>Year: II</b>	<b>Semester: IV</b>
<b>Subject: Co-Curricular Course</b>			
<b>Course Code:</b> CCS04	<b>Course Title: वैदिक अध्ययन</b>		
<b>Course Outcomes:</b> अधिगम उपलब्धि वेद शब्द का अर्थ ज्ञान की राशि या ज्ञान का संग्रह ग्रन्थ है। प्राचीन ऋषियों ने जो ज्ञान अर्जित किया था, उसका संग्रह वेदों में है। वेद अपौरुषेय एवं आप्तवचन हैं। इनमें प्रतिपादित धर्म और ज्ञान शब्द-प्रमाण हैं। प्रत्यक्ष और अनुमान से जिन बातों का ज्ञान नहीं हो सकता, उनका बोध वेदों से ही होता है। विद्यार्थियों को वैदिक अध्ययन के अन्तर्गत वेद परिचय, वैदिक साहित्य, वेदाङ्ग, वैदिक मन्त्र, देवता, सूक्तों एवं कल्पसूत्रों में निहित समग्र-ज्ञान राशि का अवबोध एवं यथार्थ ज्ञान से आत्मगौरव का अनुभव होगा। इसी उद्देश्य से सह-पाठ्यक्रम के अन्तर्गत स्नातक चतुर्थ सत्रार्द्ध में 'वैदिक अध्ययन' पाठ्यक्रम समावेशित किया गया है। विद्यार्थियों के सर्वाङ्गीण विकास के लिए एवं भारतीय ज्ञान परम्परा को अग्रसारित करने हेतु भी वैदिक-अध्ययन का 'पाठ्यक्रम' सहायक होगा।			
<b>Credits: Nil</b>		<b>Co-Curricular Course</b>	
<b>Max. Marks: 100</b>		<b>Min. Passing Marks: 40</b>	
<b>Total No. of Lectures-Tutorials-Practical (in hours per week): 4-0-0</b>			
<b>Unit</b>	<b>Topic</b>	<b>No. of Lectures</b>	
<b>Unit I</b>	वेद परिचय-संहिताएँ- ऋग्वेद, यजुर्वेद, सामवेद, अथर्ववेद- परिचय एवं महत्त्व। ब्राह्मण- परिचय, वेदों से सम्बन्धित बाह्यग्रन्थ, प्रतिपाद्य विषय एवं महत्त्व। आरण्यक- परिचय, वेदों से सम्बन्धित आरण्यक ग्रन्थ, प्रतिपाद्य विषय एवं महत्त्व। उपनिषद्- परिचय, वेदों से सम्बन्धित उपनिषद्, प्रतिपाद्य विषय एवं महत्त्व। वेदाङ्ग- परिचय, प्रतिपाद्य विषय एवं महत्त्व।	05	
<b>Unit II</b>	वैदिक मन्त्र, सूक्त देवता एवं कल्पसूत्र- वैदिक मन्त्र, सूक्त, देवता परिचय एवं विशेषताएँ। कल्पसूत्र परिचय एवं महत्त्व, श्रौत सूत्र एवं वेद के श्रौतसूत्र, गृह्यसूत्र परिचय एवं प्रमुख गृह्यसूत्र, धर्मसूत्र परिचय एवं प्रमुख धर्मसूत्र, शुल्ब सूत्र परिचय, प्रमुख शुल्बसूत्र एवं महत्त्व।	05	
<b>Unit III</b>	वेदों में विज्ञान- वेदों में निहित विज्ञान का परिचय, सम्बन्ध एवं महत्त्व, वेद में निहित विविध रसायन, भौतिक, वनस्पति, जन्तुविज्ञान, कृषि विज्ञान परिचय एवं महत्त्व, वेद में आयुर्विज्ञान परिचय एवं महत्त्व, वेदों में निहित गणितशास्त्र परिचय एवं महत्त्व, वेदों में निहित पर्यावरण परिचय एवं महत्त्व।	05	
<b>Unit IV</b>	वैदिक समाज एवं परिवार- परिचय एवं महत्त्व, वैदिक जनराज्य, वैदिक प्रशासनिक व्यवस्था, वैदिक कालीन भौगोलिक स्थिति, वैदिक कालीन आर्थिक जीवन वैदिक ऋषि एवं ऋषिकाओं का परिचय एवं उनकी महत्त्वपूर्ण भूमिका।	05	
<b>Unit V</b>	वैदिक गुरुकुल परम्परा- गुरुकुल परम्परा परिचय एवं महत्त्व, शिक्षा, शिक्षा के छः घटक तत्त्व- शिक्षक, शिक्षार्थी, शिक्षा के केन्द्र, शिक्षा का विषय, माता-पिता तथा समाज परिचय एवं महत्त्व।	05	
<b>Unit VI</b>	वैदिक यज्ञ परिचय- वैदिक यज्ञ परिचय, महत्त्व, प्रमुख यज्ञ-दर्श, पौर्णमास, सोमयाज्ञ, सर्वमेध, वाजपेय, राजसूय, सौत्रामणी, अश्वमेध परिचय एवं महत्त्व।	05	

Class Room Lectures Tutorial, Assignment, Class Room Seminars, Group Discussion etc	
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**Suggested Reading:**

1. वैदिक साहित्य का इतिहास— डॉ० कर्ण सिंह, चौखम्बा प्रकाशन, वाराणसी ।
2. संस्कृत वाङ्मय का बृहत इतिहास— प्रथम खण्ड वेद— पद्मभूषण आचार्य श्री बलदेव उपाध्याय, उ०प्र०सं०सं० लखनऊ ।
3. वेदों में राजनीति— डॉ० कपिलदेव द्विवेदी, विश्वभारती अनुसन्धान परिषद्, ज्ञानपुर भदौही ।
4. वेदों में विज्ञान—डॉ० कपिलदेव द्विवेदी, विश्वभारती अनुसन्धान परिषद्, ज्ञानपुर भदौही ।
5. वेदों में आयुर्विज्ञान—डॉ० कपिलदेव द्विवेदी, विश्वभारती अनुसन्धान परिषद्, ज्ञानपुर भदौही ।
6. वैदिक गणित— जगद्गुरु स्वामी, भारतीय कृष्ण तीर्थ, मोतीलाल बनारसी दास, नई दिल्ली ।
7. प्राचीनकालीन वैदिक शिक्षाप्रणाली— शिक्षा और भारतीय विरासत, उत्तराखण्ड मुक्त विश्वविद्यालय ।
8. भारतीय शिक्षा का इतिहास, विकास एवं समस्याएँ— डॉ० रमन बिहारी लाल, राज प्रिन्ट्स, मेरठ ।
9. वेद की विचारधारा का वैज्ञानिक आधार— डॉ० सत्यव्रत सिद्धान्ताऽलंकार, चौखम्बा पुस्तक भण्डार, दिल्ली ।
10. वैदिक साहित्य और संस्कृति का स्वरूप— डॉ० ओम प्रकाश पाण्डे, मोतीलाल बनारसी दास, नई दिल्ली ।
11. अथर्ववेदीय चिकित्सा एवं ओषधि—विज्ञान— डॉ० शालिनी शुक्ला, अक्षयवट प्रकाशन 26, बलरामपुर हाउस, इलाहाबाद ।
12. ऋग्वेदीय ओषधियाँ—डॉ० शालिनी शुक्ला, अक्षयवट प्रकाशन 26, बलरामपुर हाउस, इलाहाबाद ।

**Suggested Online Link:**

**Suggested equivalent online courses:**

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

# Fourth Semester

## VEDIC MATHEMATICS

<b>Programme: Under Graduation</b>	<b>Year:</b> 2	<b>Semester:</b> 4
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**Subject: Co-curricular Course**

<b>CourseCode: CCS 05</b>	<b>Course Title: Vedic Mathematics</b>
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Vedic Mathematics is a super-fast way of calculation there are just 16 Sutras or Word Formulae which solve all known mathematical problems in the branches of Arithmetic, Algebra, Geometry and Calculus. They are easy to understand, easy to apply and easy to remember.

**Objectives:**

- To enable the learners to explore the power of Vedic Maths.
- To make learners strong in Numerical Maths.
- To enable learners to recognize and understand simple techniques of Arithmetic Calculations.
- To train learners to use the ideas of Vedic Maths in daily calculations and make those calculations with accuracy and speed.

**Course Outcomes:**

1. By successfully completing this course, the learner will be able to:
2. Perform simple arithmetic calculations with speed and accuracy
3. Will be able to generate tables of any number
4. To perform products of large numbers quickly
5. Develop confidence in calculating square roots and cube roots of integers
6. Perform difficult calculations speedily.
7. Face Numerical Aptitude part of any Competitive Examination confidently.

<b>Credits: Nil</b>	<b>Co-curricular Compulsory</b>
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<b>Max. Marks: 100</b>	<b>Min. Passing Marks:40</b>
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**Total No. of Lectures-Tutorials-Practical (in hours per week): 4-0-0**

Unit	Topic	No. of Lectures
<b>Unit I</b>	<b>Introduction to Vedas, History of Vedas</b> <b>History and Evolution of Vedic Mathematics</b> Introduction of Basic Vedic Mathematics Techniques in Multiplication (Special Case, Series of 9, Series of 1 etc.), Tables etc.,	<b>08</b>
<b>Unit II</b>	Various techniques to carry out basic operations covering Addition, Subtraction, Multiplication, Division, Complements and Bases, Vinculum number. Comparison of Standard Methods with Vedic Methods.	<b>07</b>
<b>Unit III</b>	General multiplication (Vertically Cross- wise), Multiplications by numbers near base. Verifying answers by use of digital roots, Divisibility tests, Division of numbers near base, Comparison of fractions.	<b>07</b>
<b>Unit IV</b>	Different methods of Squares (General method, Base method, Duplex method etc.)Cubes, Cube roots, Square Roots, General division. Quadratic Equations, Simultaneous Equations, Use of various Vedic Techniques for answering numerical aptitude questions from Competitive Examinations	<b>08</b>

**Suggested Reading:**

1. Bhatiya Dhaval, Vedic Mathematics Made Easy, Jaico Publishing House
2. Thakur Rajesh Kumar, Vedic Mathematics for students taking Competitive Examinations. Unicorn Books 2015 or Later Edition
3. Gupta Atul, Power of Vedic Mathematics with Trigonometry, Jaico Books
4. V. G. Unkalkar, Magical World of Mathematics(Vedic Mathematics), Vandana Publishers,Bangalore
5. Bhatiya Dhaval, Vedic Mathematics Made Easy, Jaico Publishing House
6. Thakur Rajesh Kumar, Vedic Mathematics for students taking Competitive Examinations. Unicorn Books 2015 or Later Edition
7. Gupta Atul, Power of Vedic Mathematics with Trigonometry, Jaico Books
8. V. G. Unkalkar, Magical World of Mathematics(Vedic Mathematics), Vandana Publishers,Bangalore

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

B.A./B. Com /B.B.A/ B.Sc./ B.F.A/ B. Lib/ B.A.LL.B. (Hons)/L.L.B./ B. Pharma

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# Fifth Semester MEDITATION

<b>Programme: Under Graduation</b>		<b>Year:</b> 3	<b>Semester:</b> 5
<b>Subject: Co-curricular Course</b>			
<b>CourseCode:</b> CCS 08	<b>Course Title: Meditation</b>		
<p>Meditation is a practice by which a person achieves a greater sense of awareness, wisdom, introspection, and a deeper sense of relaxation. Practiced for millennia, it is the discipline of concentrating on a single object, thought, sound, movement, or on attention itself. Many people meditate to achieve a greater sense of spiritual awareness and understanding of their professed religion, but it can be practiced by anyone regardless of their religious beliefs and background.</p> <p>In this course, we will explore the various techniques of meditation, such as sitting, standing, and yoga. Becoming aware of your thoughts, surroundings, sounds, smells, bodily movements, and especially your breath are fundamental techniques of meditation. The basic objective is to be present – here and now. It is the act of being precisely in the moment, neither controlling your mind rigidly nor letting it go completely but being aware of who you are and where you are.</p> <p>Meditation is about being comfortable and at peace. As we explore the several techniques of practicing meditation, you can pick and choose those practices that make you most comfortable. It is important to leave your preconceived notions of meditation behind you, keep an open mind, and be willing to learn the art of meditation.</p> <p><b>Learning Outcomes</b></p> <p>By successfully completing this course, students will be able to:</p> <ul style="list-style-type: none"> <li>Demonstrate mindfulness of breathing.</li> <li>Demonstrate proper meditation postures.</li> <li>Describe health benefits of meditation.</li> <li>Summarize history of meditation.</li> <li>Summarize meditation and religion.</li> <li>Describe path to enlightenment.</li> <li>Demonstrate meditation techniques.</li> <li>Summarize meditation and yoga.</li> <li>Demonstrate mastery of lesson content at levels of 70% or higher.</li> </ul>			
<b>Credits: Nil</b>		<b>Co-curricular Compulsory</b>	
<b>Max. Marks: 100</b>		<b>Min. Passing Marks:40</b>	
<b>Total No. of Lectures-Tutorials-Practical (in hours per week): 4-0-0</b>			
<b>Unit</b>	<b>Topic</b>	<b>No. of Lectures</b>	
<b>Unit I</b>	<b>Fundamentals of Meditation</b> Introduction to Meditation, Basic principles of meditation, Happiness & Meditation, Benefits of Meditation, Concentration and Meditation, Various forms of Meditation	5	

<b>Unit II</b>	<b>Concentration and Meditation</b> Definitions of concentration The power of concentration Aids of concentration Patience in concentration Objects for concentration Benefits of concentration	<b>5</b>
<b>Unit III</b>	<b>Meditation</b> The Koshes – Our Great Human Heritage The Chakra System – Centres of Unity The Gunas – Steps of Evolvement Obstacles in Meditation	<b>5</b>
<b>Unit IV</b>	<b>Upanishad &amp; Meditation</b> SthoolaDhyana (Gross/physical meditation) JyotirmayaDhyana (dhyana full oflight) Sookshma Dhyana (subtle meditation) SagunaDhayan (Concrete meditation) NirgunDhayan (Abstract meditation) Methods of Meditation – Mandukya Upanishad	<b>5</b>
<b>Unit V</b>	<b>Types of Meditation</b> Tantra: Yantra and Mantra for meditation Japa (chanting) meditation Ajapa Japa Meditation Shoonya Meditation Antar Mouna Yoga Nidra	<b>5</b>
<b>Unit VI</b>	<b>The Chakra Systems – Centers of Unity</b> Seven Chakras – Muladhara (at the anus), Svadhithana, (at the root of organ of generation), Manipura (at the navel), Anahata (in the heart), Visudda (at the neck), Ajna (in the space between two eyebrows) & Sahasrara (at the crown of head) Nadis – Ida, Pingala, Shushumna	<b>5</b>

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**Suggested Reading:**

1. Practical yoga Psychology by Bihar School of Yoga
2. Gheranda Samhita by Swami Niranjananada Saraswati
3. Concentration and Meditation by swami Sivananda Saraswati
4. Yoga & Mental Health by R. S. Bhogal
5. Yoga & Modern Psychology by Kaivalyadham Asharam
6. Yoga for Stress Management by Sri Venkatkrishnan
7. Yoga for Stress Relief by Swami Shivapramananda
8. Yoga Nidra by Swami Styananda Saraswati
9. Yoga and Kriya by Swami Satyananda Saraswati
10. Mandukya Upanishad

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

B.A./B. Com /B.B.A/ B.Sc./ B.F.A/ B. Lib/ B.A.LL.B. (Hons)/L.L.B./ B. Pharma

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# PERSONALITY DEVELOPMENT THROUGH APPLIED PHILOSOPHY OF RAMANAYA AND RAMCHARITRA MANAS

<b>Programme: Under Graduation</b>	<b>Year:3</b>	<b>Semester: 5</b>
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**Subject: Co-curricular Course**

<b>Course Code: CCS 06</b>	<b>Course Title: Personality Development through Applied Philosophy of Ramcharitra Manas</b>
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**Course Outcomes:**

1. After the study of this course the student will be able to develop humanitarian perspective and develop the ability of balanced leadership by focusing on various aspects of personality development.
2. They will become acquainted with life values which are required in the society at present.
3. Student will become motivational speaker and good orator in the field of stress management and personality development.

<b>Credits: Nil</b>	<b>Core Compulsory</b>
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<b>Max. Marks: 100</b>	<b>Min. Passing Marks:40</b>
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**Total No. of Lectures-Tutorials-Practical (in hours per week): 4-0-0**

Unit	Topic	No. of Lectures
<b>Unit I</b>	<b>Background of Indian Culture</b> <ol style="list-style-type: none"> <li>1. Spirituality and Dharmas root sources of Indian Culture.</li> <li>2. Description of Four Ages (Yuga) in Vedas, Upanishads and Puranas - Satyug, Tretayug, Dwaparyug and Kali yug.</li> <li>3. In perspective of Prakriti Explanation of Trigunas as Sat, Raj and Tama.</li> <li>4. Difference between Ramayana and Shri Ramcharitmanas</li> </ol> <b>Assignment:</b> Read following chapter(s) of Ramcharitra Manas for Group Discussion. Chapter 1: Bal Kand	<b>07</b>
<b>Unit II</b>	<b>Metaphysics of Manas</b> <ol style="list-style-type: none"> <li>1. Period of Creation of Shri Ramcharitmanas and introduction of Valmiki and Goswami Tulsidas.</li> <li>2. Description of Brahman and Jiva, Incarnation of Divine existence in Manas.</li> <li>3. Different Conditions of Prakriti and Human Mind.</li> <li>4. Capacity to bear the divine qualities and sign of higher personality</li> </ol> <b>Assignment:</b> Read following chapter(s) of Ramcharitra Manas for Group Discussion. Chapter 2: Ayodhya Kand Chapter 3: Arannya Kand	<b>08</b>
<b>Unit III</b>	<b>Highest Qualities of Human Personality</b> <ol style="list-style-type: none"> <li>1. Amenity (Open Mindness), Decency. Patience, Softness. Sanyam-combined practice of Dharna-Dhyan-Samadhi, Discipline.</li> </ol>	<b>07</b>

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

### Suggested Reading:

1. Jivan ka Satya, Swaami Ramsukh Das, Geeta Press, Gorakhpur, 1994
2. Shri Ram Charitra Manas Code 82, Tikakar Shri Hanuman Prasad Poddar, Geeta Press, Gorakhpur, 1994
3. Ramayan Parichay, Geeta Press, Gorakhpur

#### SUGGESTED READING IN **RAMAYAN**(रामायण)

4. संस्कृत वाङ्मय का बृहद् इतिहास— आर्षकाव्य (रामायण तथा महाभारत)— पद्मभूषण आचार्य श्री बलदेव उपाध्याय, उत्तर प्रदेश संस्कृत संस्थान, लखनऊ।
5. रामायण (तिलक शिरोमणी, भूषण टीका सहित)— महर्षि वाल्मीकि, परिमल पब्लिकेशन्स, दिल्ली 1991 ई०।
6. रामायण (तिलक शिरोमणी, भूषण टीका सहित)— सम्पादक वासुदेव लक्ष्मण पणशीकर, इण्डोलोजिकल बुक हाउस, दिल्ली 1983 ई०।
7. संक्षिप्त वाल्मीकि रामायण— डॉ० शान्तिकुमार नानूराम व्यास, ओरिएण्टल बुक डिपो, नई दिल्ली।
8. आदिकवि वाल्मीकि — डॉ० राधाबल्लभ त्रिपाठी— सस्ता साहित्य प्रकाशन, नई दिल्ली।
9. रामायण कालीन समाज— डॉ० शान्तिकुमार नानूराम व्यास, ओरिएण्टल बुक डिपो, नई दिल्ली।
10. रामायण कालीन संस्कृति— डॉ० शान्तिकुमार नानूराम व्यास, ओरिएण्टल बुक डिपो, नई दिल्ली।
11. रामायण— महर्षि वाल्मीकि, सम्पादक टी०आर० कृष्णाचार्य, निर्णयसागर प्रेस मुम्बई, 1905 ई०।

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

12. रामचरित मानस— तुलसीदास, गीताप्रेस गोरखपुर।
13. रामचरित मानस— तुलनात्मक अध्ययन— डॉ० नगेन्द्र, मोती लाल बनारसी दास, दिल्ली।
14. रामकथा— विविध आयाम— डॉ० भगीरथ मिश्र।
15. रामचरित्र— अभिन्नद, सम्पादक—के०एस० रामस्वामी।

# INDIAN TRADITIONAL KNOWLEDGE SYSTEM

<b>Programme: Under Graduation</b>		<b>Year: III</b>	<b>Semester: VI</b>
<b>Subject: Co-Curricular Course</b>			
<b>Course Code:</b> CCS07	<b>Course Title: भारतीय पारम्परिक ज्ञान परम्परा</b>		
<b>Course Outcomes:</b> अधिगम उपलब्धि भारतीय ज्ञान परम्परा ज्ञान-विज्ञान, लौकिक-पारलौकिक, कर्म और धर्म तथा भोग और त्याग का अद्भूत समन्वय है। इसमें निहित शिक्षा नैतिक भौतिक, आध्यात्मिक आधिदैविक और बौद्धिक मूल्यों पर केन्द्रित होकर त्याग, समर्पण, दान, दया, परोपकार, सद्भावना, सह-अस्तित्व, एकता, सौहार्द, सौमनस्य, राष्ट्रप्रेम, वसुधैव कुटुम्बकम्, समष्टि-कल्याण, विश्वशान्ति, अभ्युदय, भ्रातृत्वभाव, मित्रवद्भाव, विनम्रता, सत्यता, अनुशासन, आत्मनिर्भरता और दूसरों के लिए सम्मान जैसे मूल्यों पर जोर देती रही हैं। वर्तमान में भी विद्यार्थी के लिए ऐसी मूल्यपरक शिक्षा की आवश्यकता है। इसी दृष्टि से पारम्परिक ज्ञान को पाठ्यक्रम में समायोजित किया गया है, जिसके अन्तर्गत स्वास्थ्य, शिक्षा, कृषि, राजतन्त्र, वास्तुकला, ज्योतिष, वैदिकगणित एवं विविध शिल्पकलाओं का समावेश किया गया है। इनके अध्ययन, मनन एवं अनुशीलनोपरान्त विद्यार्थी का सर्वाङ्गीण विकास होगा और आत्मनिर्भर भारत अभियान योजना में विद्यार्थी का महत्वपूर्ण योगदान रहेगा।			
<b>Credits: Nil</b>		<b>Co-Curricular Course</b>	
<b>Max. Marks: 100</b>		<b>Min. Passing Marks: 40</b>	
<b>Total No. of Lectures-Tutorials-Practical (in hours per week): 4-0-0</b>			
Unit	Topic	No. of Lectures	
<b>Unit I</b>	स्वास्थ्य के क्षेत्र में पारम्परिक ज्ञान- पारम्परिक ज्ञान परिचय, पारम्परिक ज्ञान की परिभाषा, प्रकृति, क्षेत्र, महत्त्व, भेद (प्रकार)-आयुर्वेद, योग मन्त्र, उपासना, यज्ञ एवं तीर्थ-यात्रा का सामान्य अध्ययन एवं महत्त्व। स्वास्थ्य की दृष्टि उत्तराखण्ड का पारम्परिक ज्ञान, योगदान एवं महत्त्व।	05	
<b>Unit II</b>	शिक्षा के क्षेत्र में पारम्परिक ज्ञान- शिक्षा की परिभाषा, महत्त्व, भेद एवं साधन। पारम्परिक ज्ञान का शिक्षा का योगदान, गुरुकुल व्यवस्था, ऋषि-मुनि, आचार्य की महत्त्वपूर्ण भूमिका, कर्तव्य, गुरु-शिष्य सम्बन्ध, प्राचीन विश्वविद्यालय-तक्षशिला, नालन्दा, विक्रमशिला, बल्लभी, उज्जयिनी, काशी, विश्वप्रसिद्ध शिक्षा एवं शोध के प्रमुख केन्द्रों का महत्त्वपूर्ण योगदान।	05	
<b>Unit III</b>	कृषि के क्षेत्र में पारम्परिक ज्ञान- कृषि की परिभाषा, विशेषताएँ, प्रकार एवं महत्त्व। परम्परागत कृषि विकास योजना, कृषि में सुधार के उपाय, कृषि विकास की अवस्थाएँ, कृषि में तकनीकी परिवर्तन, कृषि द्वारा उत्पन्न अन्न, फल, सब्जियाँ एवं वृक्ष आदि परिचय एवं महत्त्व।	05	
<b>Unit IV</b>	राजतन्त्र के क्षेत्र में पारम्परिक ज्ञान- राजतन्त्र की परिभाषा, महत्त्व, जनराज्य, प्रशासनिक व्यवस्था, राजा, महामात्य, सेनापति, सैनिकों के अधिकार, कर्तव्य, अर्थव्यवस्था- परिभाषा, साधन एवं महत्त्व।	05	
<b>Unit V</b>	वास्तुकला के क्षेत्र में पारम्परिक ज्ञान- वास्तुशास्त्र का परिचय, महत्त्व, वास्तुस्वरूप, गृहयोजना, ग्रामयोजना, शहरयोजना, राजधानी निर्माण- व्यवस्था एवं महत्त्व, जलव्यवस्था, उद्यान, वनक्षेत्र- परिचय एवं महत्त्व।	05	
<b>Unit VI</b>	ज्योतिष के क्षेत्र में पारम्परिक ज्ञान- ज्योतिष का अर्थ, परिचय एवं महत्त्व, ज्योतिष के प्रतिपाद्य विषय- ग्रह, राशि, नक्षत्र, तारे, सौरपरिवार, ब्रह्माण्ड परिचय, खगोलशास्त्र परिचय एवं महत्त्व। वैदिकगणित के क्षेत्र में पारम्परिक ज्ञान- परिचय एवं महत्त्व। शिल्प के क्षेत्र में पारम्परिक ज्ञान- शिल्पकला-मृदाशिल्प, काष्ठशिल्प, लौहशिल्प, कांस्यशिल्प, स्वर्णशिल्प एवं रत्नशिल्प आदि का परिचय एवं	05	

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

**Suggested Reading:**

1. वेदों में विज्ञान— डॉ० कपिलदेव द्विवेदी, विश्वभारती अनुसन्धान परिषद्, ज्ञानपुर भदौही ।
2. संस्कृत वाङ्मय का बृहत इतिहास— राजनीतिशास्त्र, संगीतशास्त्र खण्ड— पद्मभूषण आचार्य श्री बलदेव उपाध्याय, उ०प्र०सं०सं० लखनऊ ।
3. वेदों में राजनीति— डॉ० कपिलदेव द्विवेदी, विश्वभारती अनुसन्धान परिषद्, ज्ञानपुर भदौही ।
4. वेदों में विज्ञान—डॉ० कपिलदेव द्विवेदी, विश्वभारती अनुसन्धान परिषद्, ज्ञानपुर भदौही ।
5. वेदों में आयुर्विज्ञान—डॉ० कपिलदेव द्विवेदी, विश्वभारती अनुसन्धान परिषद्, ज्ञानपुर भदौही ।
6. वैदिक गणित— जगद्गुरु स्वामी, भारतीय कृष्ण तीर्थ, मोतीलाल बनारसी दास, नई दिल्ली ।
7. प्राचीनकालीन वैदिक शिक्षाप्रणाली— शिक्षा और भारतीय विरासत, उत्तराखण्ड मुक्त विश्वविद्यालय ।
8. भारतीय वास्तुशास्त्र— शुकदेव चतुर्वेदी, श्री लाल बहादुरशास्त्रीय, राष्ट्रीय संस्कृत विद्यापीठ, नई दिल्ली ।
9. वास्तुसार— डॉ० देवी प्रसाद त्रिपाठी, ईस्टर्न बुक लिंकर्स, नई दिल्ली ।
10. संस्कृत वाङ्मय का बृहत इतिहास— ज्योतिष खण्ड— पद्मभूषण आचार्य श्री बलदेव उपाध्याय, उ०प्र०सं०सं० लखनऊ ।
11. भारतीय संस्कृति— डॉ० किरण टण्डन, ईस्टर्न बुक लिंकर्स, नई दिल्ली ।
12. अथर्ववेदीय चिकित्सा एवं ओषधि—विज्ञान— डॉ० शालिनी शुक्ला, अक्षयवट प्रकाशन 26, बलरामपुर हाउस, इलाहाबाद ।

**Suggested Online Link:**

**Suggested equivalent online courses:**

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

# Sixth Semester

## VIVEKANANDA STUDIES

<b>Programme: Under Graduation</b>	<b>Year:</b> 3	<b>Semester:</b> 6
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**Subject: Co-curricular Course**

<b>CourseCode:</b> CCS 09	<b>Course Title: Vivekananda Studies</b>
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**Learning Outcomes**

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

<b>Credits: Nil</b>	<b>Co-Curricular Compulsory</b>
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<b>Max. Marks: 100</b>	<b>Min. Passing Marks:40</b>
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**Total No. of Lectures-Tutorials-Practical (in hours per week): 4-0-0**

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

**Suggested Reading:**

1. Rolland, R. (2001). Life of Ramakrishna. Kolkata: Advaita Ashrama.
2. Godman, D. (1985). Be as You Are: The teachings of Sri Raman Maharishi. Delhi: Penguin Books.
3. Gambhirananda, S. (2004). Ma Sri Sarada Devi. Calcutta: Advaita Ashrama.
4. Pandit, M. P. (1959). The Teachings of Sri Aurobindo. Kolkata: Sri Aurobindo Study Circle.
5. Further Readings
6. Mukerjee, B. (1997). Life and Teachings of Sri Ma Anandamayi, Sri Satguru Publication, Division of Indian Books Centre, Delhi, 1997.
7. Purnatmananda, S. (Ed.) & Gupta, M. S. (tr.). (2004) Reminiscences of Sri Sarada Devi Compiled in Bengali. Kolkata: Advaita Ashrama.
8. Osborne, A. (2002). The teachings of Raman Maharshi in His own words. Tiruvannamalai : Sri Ramanasram.
9. Berger, Douglas L. (2005). "The Vivekacudamani of Sankaracarya Bhagavatpada: An Introduction and Translation (review)". *Philosophy East and West*. 55 (4): 616–619. doi:10.1353/pew.2005.0032. S2CID 144412379.
10. Sri Sankara's Vivekachudamani, Achyarya Pranipata Chaitanya (Translator) and Satinder Dhiman, Tiruchengode Chinmaya Mission, Tamil Nadu (2011)
11. Govind Chandra Pande (1994). Life and Thought of Śaṅkarācārya. *Motilal Banarsidass*. pp. 117–119. ISBN 978-81-208-1104-1.
12. Sri Chandrashekhara Bharati of Sringeri (1973). Sri Samkara's Vivekacudamani. *Mumbai: Bharatiya Vidya Bhavan*. p. xxi.
13. D. Datta (1888), Moksha, or the Vedāntic Release, *Journal of the Royal Asiatic Society of Great Britain and Ireland*, New Series, Vol. 20, No. 4 (Oct., 1888), pp. 513-539;

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

B.A./B. Com /B.B.A/ B.Sc./ B.F.A/ B. Lib/ B.A.LL.B. (Hons)/L.L.B./ B. Pharma