

AYURVEDA AND NUTRITION

Course Co-ordinators

Prof Sadhna Jain

Dr. Santosh Kumar



Image Courtesy:

<https://in.images.search.yahoo.com/search/images?p=Images+of+Ayurvedic+food+and+Nutrition&fr=mcafee&type=E2111N714G91652&imgurl=https%3A%2F%2Fi.pinimg.com%2F736x%2Fcf%2F89%2F6d%2Fcf896dce88834ca3dfe82207e7f2ba9e.jpg#id=85&iurl=https%3A%2F%2Fpranayatan.in%2Fwp-content%2Fuploads%2F2020%2F06%2Fcourse6.jpg&action>

Credits and Credit Distribution

- Credits:02
- Credit Distribution: 1 Lecture
- 1Practical



Learning Outcomes

- To introduce the basic principles of nutrition in Ayurveda
- To link Ayurvedic nutrition with modern dietary practices for health
- To analyze basic tenets of traditional diets and health recipes
- To understand the contemporary food habits in everyday life



Syllabus

- Unit 1: Introduction to *Ayurvedic Nutrition*
- Unit 2: Basic principles of Food and Nutrition and *Ayurveda*
- UNI3: *Ayurvedic Diets*



Thank You



Image Courtesy:
<https://in.images.search.yahoo.com/search/images?p=Images+of+Ayurvedic+food+and+Nutrition&fr=mcafee&type=E211IN714G91652&imgurl=https%3A%2F%2Fi.pinimg.com%2F736x%2Fcf%2F89%2F6d%2Fcf896dce88834ca3dfe82207e7f2ba9e.jpg#id=85&iurl=https%3A%2F%2Fpranayatan.in%2Fwp-content%2Fuploads%2F2020%2F06%2Fcourse6.jpg&action>

FIT INDIA (VAC)

DR. RASHMI GUPTA

&

DR. MANISH KUMATR VATS



Credit distribution, Eligibility and Pre-requisites of the Course



Course Title and Code	Credits	Lecture	Tutorial	Practical	Eligibility Criteria	Pre-requisite of the course
FIT INDIA	2	0	0	2	Pass in Class 12th	NIL

Learning Objectives



- The Learning Objectives of this course are as follows:
- Encourage physical activity through engaging the students in sports and yoga.
- • Understand the importance of a balanced diet.
- • Build skills for self-discipline, self-confidence, cooperation and teamwork.
- • Promote fitness as a joyful activity

Learning outcomes



- The Learning Outcomes of the is course are as follows:
- Adopting a healthy lifestyle.
- Knowledge of nutrition, diet and psycho-physiological aspects of fitness.
- • Develop Self-esteem, Self-confidence, Self-discipline and team spirit as indicators of fitness.

SYLLABUS OF FIT INDIA



- ONLY PRACTICAL
- Note: Concepts are to be taken up during the practical/practice hours.
- Practical component (if any) -15 Weeks



- Fit India Protocol
- Physical Activity, Health and Fitness
- Indicators of Fitness
- **Practical/Practice**
- Aerobic Work Out/ Physical Activity (Walking)
- Yoga -Asanas (Lying, Sitting and Standing positions) and Pranayama
- Cardiovascular Testing by 12min/9 min Cooper Run/Walk test

UNIT- II Health Related Fitness and their Components (4 Weeks)



- • Muscular Strength and Endurance
- • Body Composition and Flexibility
- **Practical/Practice**
- • Flexibility Training: Back Saver Sit and Reach test
- • Muscular Strength Training: Curl Ups / Standing Broad Jump/ Vertical Jump/
- Plyometric
- • Endurance Training: 1 Mile RockPort Test or 12 /9 minute Cooper run/walk test.
- • Ideal Body Weight, Body Mass Index (BMI), Waist-Hip Ratio, Waist-Height Ratio
- (Data of at least 10 persons to be collected)



- • Healthy Eating Plate
- • Balanced Diet
- • Caloric Content of Food
- **Practical/Practice**
- • Preparing Daily Diet and Calorie Chart
- • Aerobic Work Out/ Physical Activity (Walking)
- • Assessment of Physical Activity with the Calorie intake.
- • Asanas for digestive system excretory system

UNIT- IV Sports Physiology and Psychology



- • Depression, Anxiety and Stress Scale (DASS)
- • Rosenberg Self Esteem Scale
- **Practical/Practice**
- • Skills learning and Participation in sports
- • Group Games/ Relays/ Minor Games
- • Meditative Asanas and Pranayama
- • Fitness component testing (as per Fit India Protocol and Norms) and
- Analysis of Results
- (3 Weeks)
- • Data of at least 10 persons to be collected on DASS and self-esteem scale

Essential/recommended readings

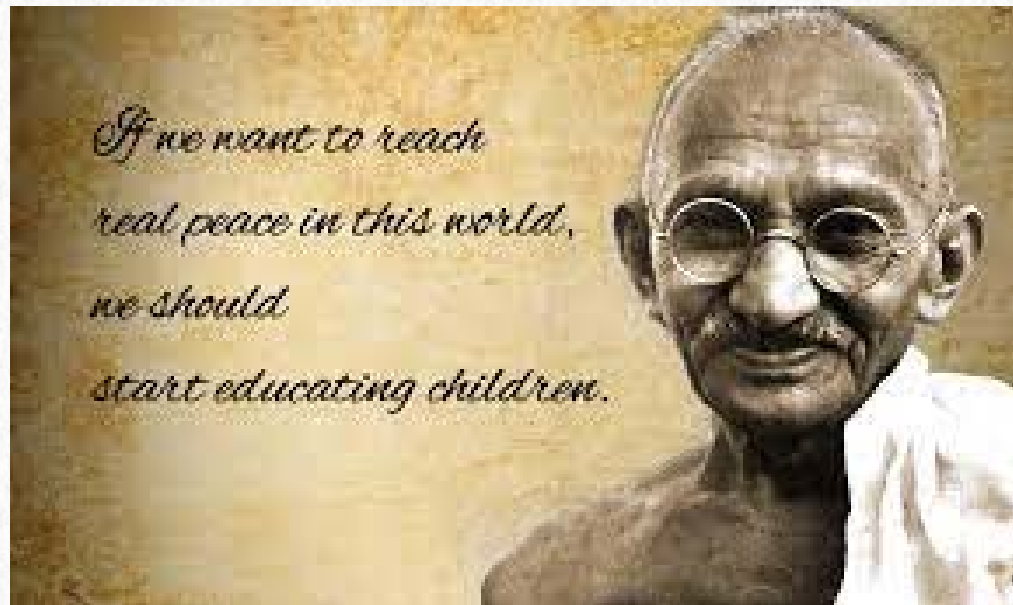


- • Fit India Website: <https://fitindia.gov.in>
- • Wener W.K. Hoeger, Sharon
- • A. Hoeger - Fitness and Wellness-Cengage Learning (2014).

**B.A.PROGRAMME
1ST YEAR- SEM I**

**VALUE ADDITION
COURSE**

GANDHI AND EDUCATION



ACADEMIC COORDINATORS

Dr. Anita Beniwal

Dr. Juhi Bhatnagar

Course Objectives

- 1. Seek inspiration from Gandhi's thoughts on education.**
- 2. Analyse Gandhian education philosophy for moral and character development.**
- 3. Understand Gandhi's Idea on Self-reliant education (Swavalambi Shiksha)**
- 4. Relate Gandhi's educational thoughts to NEP 2020**

Learning Outcomes

- 1. Value Gandhian perspective on education.**
- 2. Appreciate the significance of education in Indian languages.**
- 3. Evaluate the application of Gandhian thoughts in NEP 2020.**
- 4. Realise the principles of NEP 2020 in vocational and skill oriented education.**

Syllabus

Unit I: Gandhi's Philosophy and education

No. of lectures-5

- i. Gandhi's Philosophy on education**
- ii. Education for character building and moral development**
- iii. Education relating to health, hygiene, heritage, and handicraft**

Unit II: Gandhi's Experiment in Education

No. of Lectures-5

- i. Gandhi's educational ideas on use of Indian Language as a medium of Instruction, TextBook and Teacher.**
- ii. Gandhi's educational thought on Elementary and Adult Education.**
- iii. Gandhi's vision on Higher Education**

Unit III: Gandhi's Educational Thought on Skill and Vocational Education

No. of Lectures-5

- i. Rural development through Skill and Local Need Based education**
- ii. Skill education in NEP 2020 and Gandhi**
- iii. Gandhi's Idea on Self-reliance (Swavalambi Shiksha) and its reflection in contemporary educational policy.**

Credit Distribution of the Course

Course Title and Code- Gandhi and Education

Credits-02

Lecture-1

Tutorial-0

Practical/Practice-1

Eligibility- Pass in Class XII

Field Visits

- **Regular visits to Gandhi Museum and library to gain insight on Gandhi**

Excursion to Gandhi Ashrams located in different places like Sewagram, Wardha, Sabarmati, Ahmedabad etc.

- **Workshops/projects in collaboration with Gandhi Bhawan, Gandhi Smriti and Darshan, Gandhi Peace Center. Ashrams based on innovation in village & cottage industry, Khadi, handicrafts, organic farming etc.**
- **Adoption of one place for Swachhta Mission or Skill Education**
- **If required, students can share their experiences in the form**

PANCHKOSHA: HOLISTIC DEVELOPMENT OF PERSONALITY

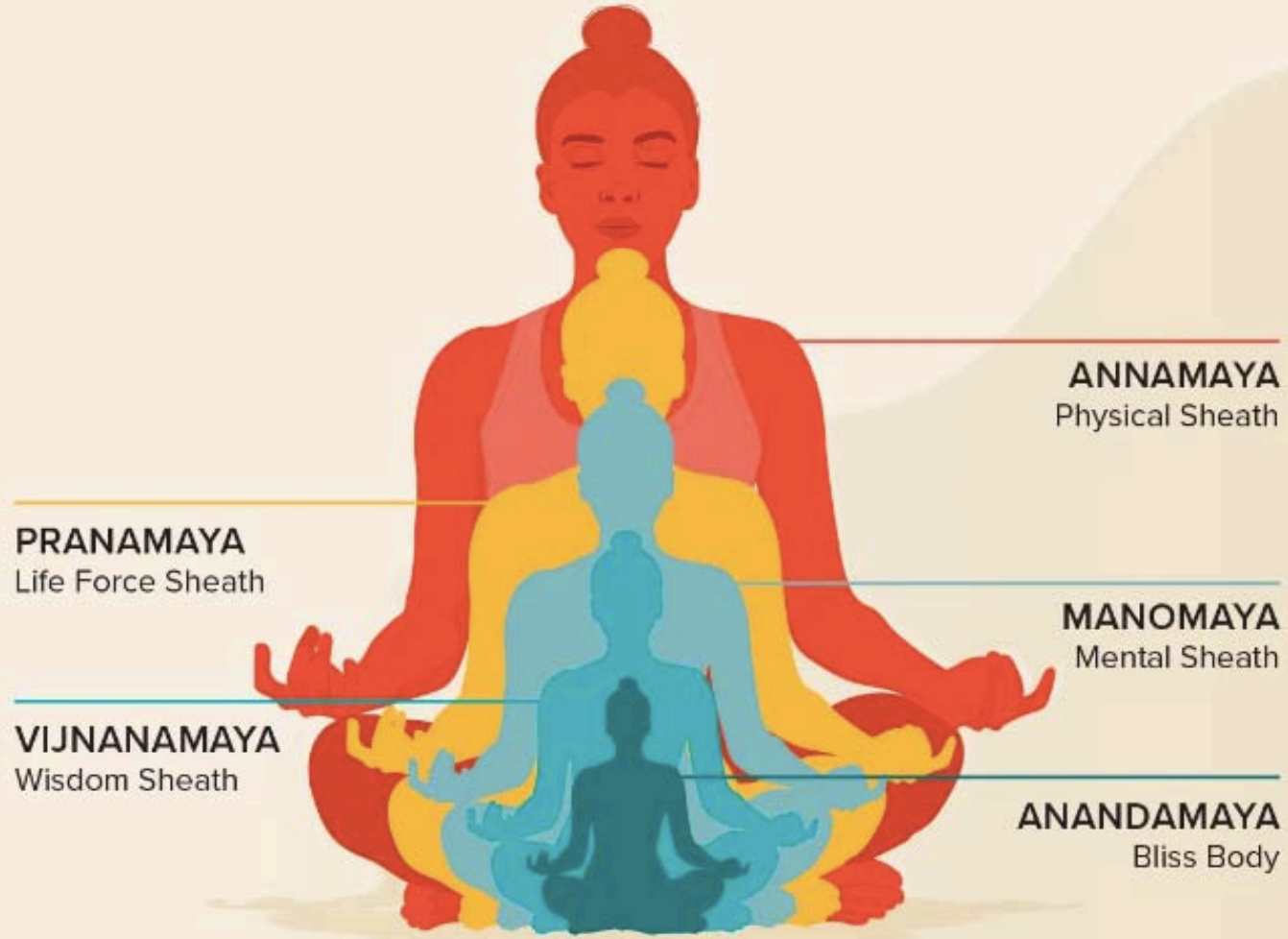
By : Prof Archana Sawshilya and Dr Mali

LEARNING OBJECTIVES

The Learning Objectives of this course are as follows:

- To introduce Five Koshas - five levels of mind-body complex-Annamaya, Pranayama, Manomaya, Vigyanamaya and Anandamaya Kasha; for a holistic development of personality.
- To generate awareness about physical and mental wellbeing through the Indian concept of Panchkosha.
- To develop a positive attitude towards self, family and society amongst students.
- To guide students build personalities based on the understanding of Panchkosha.

THE 5 KOSHAS



Learning:

- ▶ For holistic health all these five sheaths of our body are to be kept **BALANCED**.
- ▶ These Koshas function in integrated way, so if one is disturbed, it can affect others as well.
- ▶ The life style gets disturbed because of long standing uncontrolled surges of stressful reactions viz. intense desire (Kama), anger (Krodha), fear (Bhaya) and jealousy (Matsarya). These agitations cause violent fluctuations in the flow of prana leading to imbalance in the Manomaya Kosha. As a consequence, physical body (Annamaya kosha) gets disturbed leading to diseases called Vyadhi.
- ▶ **COORDINATION, AWAKENING AND STRENGTHENING** of all can lead to well being of spiritual self and social world.
- ▶ These koshas are layers of our existence that needs to be awakened.

Significant role of Asanas and Kriya

- ▶ The aim of Asanas is to make the body light and harmonize the circulation of blood in various parts of the body. It also enhances the transportation of the micronutrients for nurturing and stimulating and relaxing various local organs for better and optimum functioning by promoting the blood supply.
- ▶ Kriya has its main focus on digestive system and this in turn facilitates rejuvenation and revitalising of various parts the body.

- ▶ Kriyas are yogic processes to cleanse inner organs of our body. They activate, revitalize and tone up the functions of organs. • Among the major kriyas are Jal Neti, Sutra Neti, Kunjal, Agnisara and Kapalbhati. • Loosening exercises-toes, fingers, hands, legs, shoulders, neck movements, waist and spine.
- ▶ Gambhirananda S. (2001). Taittiriya Upanishad with the commentary of Shankaracharya, 3rd edition, Advaita ashram, Kolkata

Learning Outcomes

- ▶ • Enhanced physical and mental health.
- ▶ • Coping with peer pressures and stress.
- ▶ • Improved concentration leading to better overall performance.
- ▶ • Manage life situations through a balanced and mature approach.

Significant components

- ▶ Recitation of select verses from Taitiriyopansid
- ▶ • Asana
- ▶ • Pranayama
- ▶ • Meditation
- ▶ • Visit to a Yog shivir or meditation centres

VALUE ADDITION COURSE

READING INDIAN FICTION IN ENGLISH

Course Objectives

- Acquaint students with Indian Fiction in English.
- Familiarise students with Indian ethos and values through Indian fiction.
- Analyze novels critically and in the context of their own lived situations.

Learning Outcomes

- Understanding of Indian ethos and values through Indian fiction.
- Develop creative thinking through reading of fiction..
- Realise the potential of fiction in bringing out social and cultural change.

COURSE CONTENTS

UNIT:I

- How to Read a Novel
- Novel as Reflection of Society

UNIT II:

- Bankim Chandra Chatterjee: Anandamath

UNIT III:

- Chaman Nahal: Azadi.

COURSE COORDINATORS

PROF. NEENU KUMAR

DR. MANJU

VAC 1: SWACHH BHARAT

Credit distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credits	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical /Practice		
Swachh Bharat	02	1	0	1	Pass in Class 12 TH	NIL


Learning Objectives

The Learning Objectives of the Course are:

- **To understand the development challenges with reference to sanitation Infrastructure and practices.**
- **To build values of cleanliness, hygiene and waste management in diverse socio–Economic contexts.**
- **To understand planning of social policy and programmes.**
- **To use waste management techniques at community level.**
- **To create sense of service towards society and the Nation.**

Learning Outcomes

The Learning Outcomes of the Course are:

- **Understanding the significance of the Swachh Bharat Abhiyan.**
 - **Ability to analyse and predict the sanitation challenges of India.**
 - **Determine the link between sanitation and development.**
 - **Contribute to the Swachh Bharat Abhiyan through Real time projects/fieldwork.**
- 

SYLLABUS OF SWACHH BHARAT


UNIT-1 Introduction to swachh Bharat Abhiyan

- Gandhian philosophy of Cleanliness
- Swachh Bharat Abhiyan (SBA)
- Hygiene, Sanitation & Sustainable Waste Management
- Agencies and nodal Ministries for SBA
- Different phases of the SBA and its evaluation
- Citizens' Responsibilities: Role of Swacchagrahi

UNIT-II Swachh Bharat: Rural and Urban Facets

- Indicators for Swachh Bharat
- Rural
 - i. Sanitation Coverage Across Households (2014 vs 2022)
 - ii. Open Defecation Free (ODF) Villages: Parameters
 - iii. ODF plus model: key indicators
- Urban
 - i. Sustainable sanitation
 - ii. Waste/water and solid waste management
 - iii. Garbage Free Cities

UNIT-III Prospects and Challenges

- Attitudes and Perceptions
 - Operational and Financial issues
 - Monitoring & Supervision
 - Community mobilization
- 

Practical component (if any)—

Suggested Activities: List of activities to be undertaken:

- Identify plastic and e-waste in and around the institution and suggest innovative technologies to minimize wastage.
- Identify events/fests that generate maximum waste and ways to minimize it.
- Visit canteen/shops and track the lifecycle of wet/dry waste in and around the institution and document the findings in the form of a Project Report.
- Conduct interviews of stakeholders to understand the level of awareness.
- Conduct A Clean Audit of the Institution and Identify areas for action.
- Conduct cleanliness drives.
- Organise Swachhata Pakhwada meetings, rallies, and mobilization camps within the identified communities.
- Students may participate in the Swachh Bharat Internship programme.
- If required students can share their experiences in the form of a Project Report.
- Any other Practical/Practice as decided from time to time.

SWACHH BHARAT ABHIYAN

- 1) Swachh Bharat Abhiyan is a five-year campaign by the Government of India from the year 2014 to 2019.
- 2) Launched on 2nd October 2014 it is also called Clean India Campaign.
- 3) The motive of the campaign was to clean the streets, buildings, public places and villages of India.
- 4) The campaign also hoped to generate civic sense in Indian masses.
- 5) The mission is also critical for India's stand on Sustainable Development Goal Number 6 (SDG-6) as established by the United Nations.
- 6) The Abhiyan is divided into two parts – Swachh Bharat Abhiyan Rural and Swachh Bharat Abhiyan Urban.
- 7) The campaign proved to be a great success with the efforts of volunteers, government and NGOs.
- 8) Within four years of the campaign, the number of people defecating in open dropped considerably from 550 million to around 150 million.
- 9) People of India have started behaving responsibly with a sense of accountability towards their surroundings.
- 10) The Abhiyan also includes operations like a door to door waste collection and their proper disposal.

Swachh Home

Swachh Street

Swachh Road

Swachh School

Swachh City

Then



**Cleanliness and Sanitation is Essential
for Leading a Healthy Life**

Slogans on Clean India

- Cleanliness is a good habit that we need to follow.
- Be aware, stop littering anywhere and everywhere.
- Clean and be healthy, then become wealthy.
- Time to make a plea to make India defecation free.

साहित्य संस्कृति और सिर्नमा

सिलेबस

सिलेबस

- ▶ **UNIT - 1 : साहित्य संस्कृति और सिनेमा का सामान्य परिचय (2 weeks)**
 - ▶ साहित्य संस्कृति और सिनेमा : परिभाषा और स्वरूप
 - ▶ साहित्य संस्कृति और सिनेमा का अंत संबंध
- ▶ **UNIT - II: साहित्यिक कृतियों पर आधारित सिनेमा (6 weeks)**
 - ▶ साहित्यिक कृतियों पर सिनेमा में परिकल्पना
 - ▶ साहित्यिक कृतियों पर आधारित सिनेमा की प्रसंगिकता
 - ▶ साहित्यिक कृतियों पर आधारित सिनेमा - आनंद मठ 1952 , तीसरी कसम 1966, रजनीगंधा 1974, पदमावत 2016
- ▶ **UNIT - III: हिंदी सिनेमा में सामाजिक - सांस्कृतिक मूल्यों की अभीव्यक्ति (7 weeks)**
 - ▶ सामाजिक - सांस्कृतिक मूल्य ओके शक्तिशाली उपकरण के रूप में सिनेमा
 - ▶ हिंदी सिनेमा में अंतर्निहित सामाजिक - सांस्कृतिक मूल्य: मदर इंडिया 1957, बंदिनी 1963, पूर्व और पश्चिम 1970, हम आपके हैं कौन 1994, टॉयलेट एक प्रेम कथा 2017

Practical Component (if any) - 15 weeks

- ▶ भारतीय सांस्कृतिक मूल्यों पर आधारित लघु फिल्म हेतु पटकथा लेखन (8-10 मिनट)
- ▶ साहित्यिक रचनाओं का फिल्मांतरण (8-10 मिनट) यह सामूहिक क्रियाकल्प होगा
- ▶ राष्ट्रप्रेम राष्ट्रप्रेम, कुटुंब, शांति, पर्यावरण, जल संरक्षण, स्वच्छता, मित्रता, सत्यनिष्ठा, कर्म निष्ठा, समरसता में से किसी एक विषय पर मुक फिल्म निर्माण (8-10 मिनट)
- ▶ आवश्यक हो, तो छात्र प्रोजेक्ट रिपोर्ट के रूप में अनुभव साझा करें
- ▶ Any other Pracytical / Practice as decided from time to time.

Assessment Methods

- ▶ Internal Assessment : 25%
- ▶ End Semester Theory Exam : 25%
- ▶ Practical : 50%
- ▶ A few courses may have a different structure of assessment which will be specified from time to time

VAC 1: SPORTS FOR LIFE - I

DR. RASHMI GUPTA

&

DR. MANISH KUMATR VATS



Credit distribution, Eligibility and Pre-requisites of the Course



Course Title and Code	Credits	Lecture	Tutorial	Practical	Eligibility Criteria	Pre-requisite of the course
SPORTS FOR LIFE-1	2	0	0	2	Pass in Class 12th	NIL

Learning Objectives



- The Learning Objectives of this course are as follows:
- To imbibe the significance of sports to promote health, fitness and wellness in life.
- To understand the values of teamwork, tolerance, goal-setting and decision making.
- • To learn the strategies and tactical moves while playing a sport.
- • To understand the importance of physical activity in reference to 3S: strength, speed and suppleness.

Learning outcomes



The learning Outcomes of this course are

- Acquire values of cooperation, team spirit, determination, and endurance.
- Acquire good health and psychological well-being through sports participation.
- Apply the decision making-ability and goal-setting skills acquired through sports participation in everyday life.
- Acquire skills for engaging in moderate or vigorous physical activity and sports participation.
- Reduce exposure to screen time on electronic gadgets and channelising energy through sports participation.



- SYLLABUS OF SPORTS LIFE 1
- ONLY PRACTICAL



Concept

- Rules of the Sport
- Techniques/ skills in the sport/ Aerobic Skills

Practical

- Marking of the court/ field
- Outdoor Adventure Activity
- Skills learning in sports
- Group Games/ Relays
- Participation in Intramural competitions

UNIT - II: Components of Fitness



- Concepts
 - Meaning and Development of Strength, Speed,
 - Endurance, Flexibility and Coordinative Abilities.
- **Practical**
 - Skills learning and Participation in sports
 - Group Games/ Relays/ Minor games
 - Participation in Intramural competitions

UNIT- III: Benefits of sports and physical activity



Concepts

- Effect of exercise on the body
- Organizing of a sports competition
- Balanced Diet

Practical

- Skills learning and participation in sports
- Group Games,/ Relays /Step Aerobics
- Participation in Intramural competitions



- UNIT - IV Sports in Contemporary Times (3 Weeks)
- Concepts
- • Honours and Awards associated with sports and sportspersons
- **Practical**
- • Skills learning and Participation in sports
- • Participation in Intramural competitions

Practical component : 30x2 (15 weeks)



The concepts are to be dealt with during the practical/practice classes:

Aerobics and Physical Activity, Athletics, Archery, Badminton, Basketball, Boxing, Chess, Carrom, Cricket, Football, Handball, Hockey, Kabaddi, Kho-Kho, Swimming, Shooting, Squash, Table-Tennis, Tennis, Taekwando, Volleyball, Wushu, Wrestling etc.

Suggestive readings



- • James R Morrow Jr., Dale P. Mood, James G. Disch, Minsoo Kang -Measurement and Evaluation in Human Performance-Human Kinetics Publishers (2015)
- • W.Larry Kenney, Jack H. Wilmore, Devid L.Costil.(2015). Physiology of Sports and Exercise, Second Edition. USA.Human Kinetics.
- • Wener W.K. Hoeger, Sharon A. Hoeger - Fitness and Wellness-Cengage Learning (2014)
- • Kansai DK (2012).A practical approach to Measurement Evaluation in Physical Education & Sports selection. Sports & Spiritual Science Publications, New Delhi.
- • Websites of International Sports Federations, Ministry of Youth Affairs and Sports Govt. of India

UNIT- IV Sports Physiology and Psychology

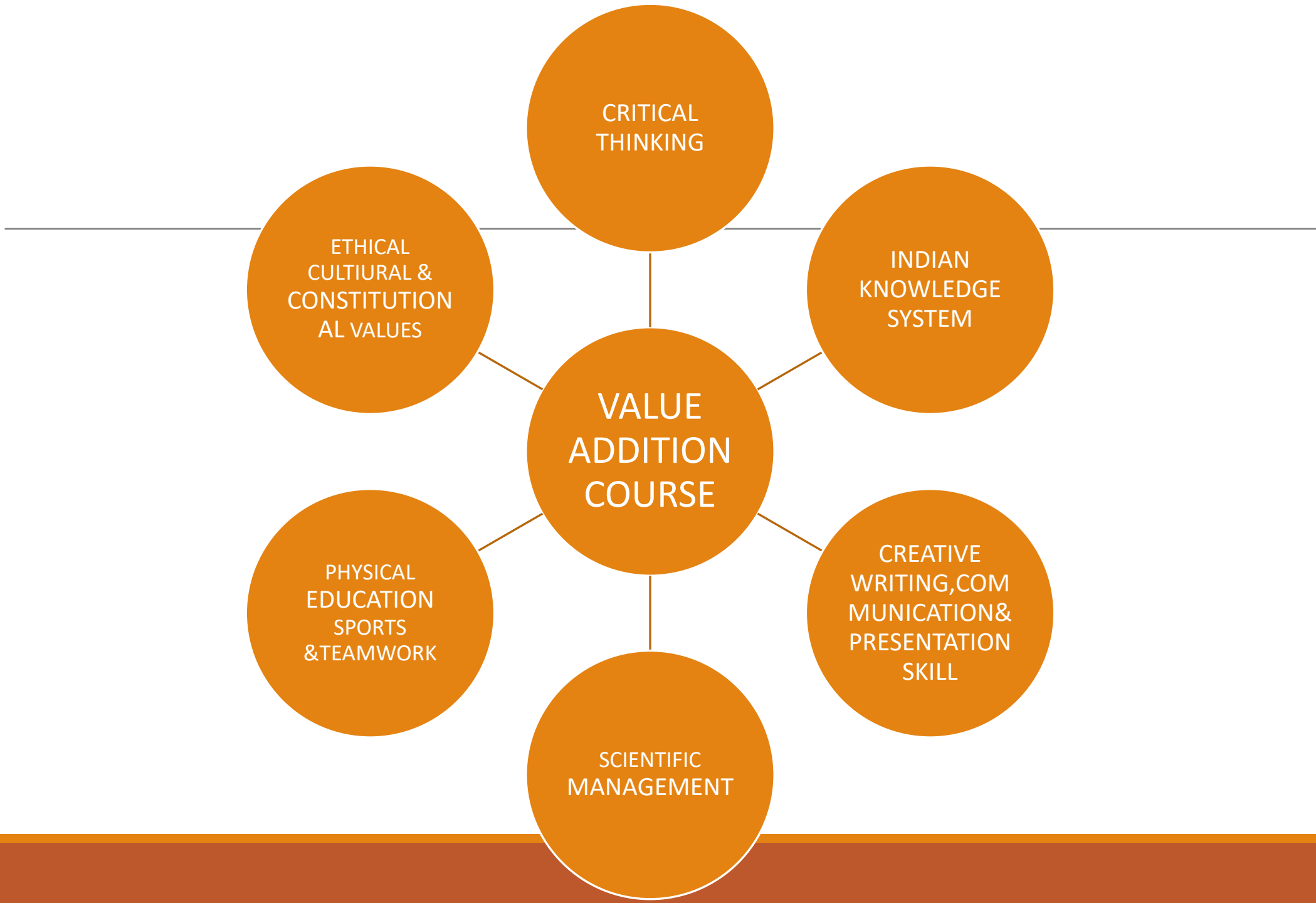


- • Depression, Anxiety and Stress Scale (DASS)
- • Rosenberg Self Esteem Scale
- **Practical/Practice**
- • Skills learning and Participation in sports
- • Group Games/ Relays/ Minor Games
- • Meditative Asanas and Pranayama
- • Fitness component testing (as per Fit India Protocol and Norms) and
- Analysis of Results
- (3 Weeks)
- • Data of at least 10 persons to be collected on DASS and self-esteem scale



- • Fit India Website: <https://fitindia.gov.in>
- • Wener W.K. Hoeger, Sharon
- • A. Hoeger - Fitness and Wellness-Cengage Learning (2014).

ADITI MAHAVIDYALAYA
Department of Commerce
FINANCIAL LITERACY
(VAC)



Objectives of Course

- **COURSE CREDIT-2**
- **Familiarity with different aspects of financial literacy such as savings, investment, taxation and insurance**
- **Understand the relevance and process of financial planning**
- **Promote financial well-being**

Learning outcomes

The Learning Outcomes of this course are as follows:

- **Develop proficiency for personal and family financial planning**
- **Apply the concept of investment planning**
- **Ability to analyze banking and insurance products**
- **Personal tax planning**

SYLLABUS

UNIT- I Financial Planning and Financial Products

- Introduction to Saving
- Time value of money
- Management of spending and financial discipline

UNIT- II Banking and Digital Payment

- Banking products and services
- Digitalization of financial transactions: Debit Cards {ATM Cards) and Credit Cards., Net banking and UPI, digital wallets
- Security and precautions against Ponzi schemes and online frauds

SYLLABUS

UNIT- III Investment Planning and Management

- Investment opportunity and financial products
- Insurance Planning: Life and non-life including medical insurance schemes

UNIT- IV Personal Tax

- Introduction to basic Tax Structure in India for personal taxation
- Aspects of Personal tax planning
- Exemptions and deductions for individuals
- e-filing

Course Coordinator

Ms. Indu (Department of Commerce)

Ms. Lovely (Department of Commerce)

THANKS



VALUE ADDED COURSE

THE ART
OF
BEING HAPPY

COURSE COORDINATORS:

DR. ROSHANI DEVI, Assistant Professor, Department of Geography (9868110110)

MS. SNEH GANGWAR, Assistant Professor, Department of Geography (9968250734)

LET 'S JOIN THE
JOURNEY OF
BEING HAPPY, BY
CHOOSING THE
COURSE

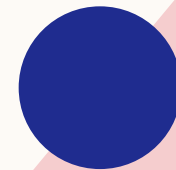


Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
The Art of Being Happy	02	1	0	1	Pass in Class 12 th	NIL

LEARNING OBJECTIVES

- To synthesize the insights developed by Human Development experts, Psychologists, Anthropologists on one hand, and the intellectual traditions of Vedantic Philosophy and Indology on the other towards the experience of happiness.
- To illustrate various factors that determine the subjective experience of happiness in a cross-cultural context.



LEARNING OUTCOMES

- The students shall be able to evaluate the factors contributing to the phenomenon of happiness in the personal, familial and community life of an individual in different cultures in the Indian context.
- They will be able to develop healthy interpersonal relationships and wellbeing cherishing the values of Indian culture and philosophy.
- They will be able to relate to the global phenomenon of sustainable development and become sensitive to the needs of the planet.
- They will be able to apply the experience of Aananda at a personal level.



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SYLLABUS OF THE ART OF BEING HAPPY

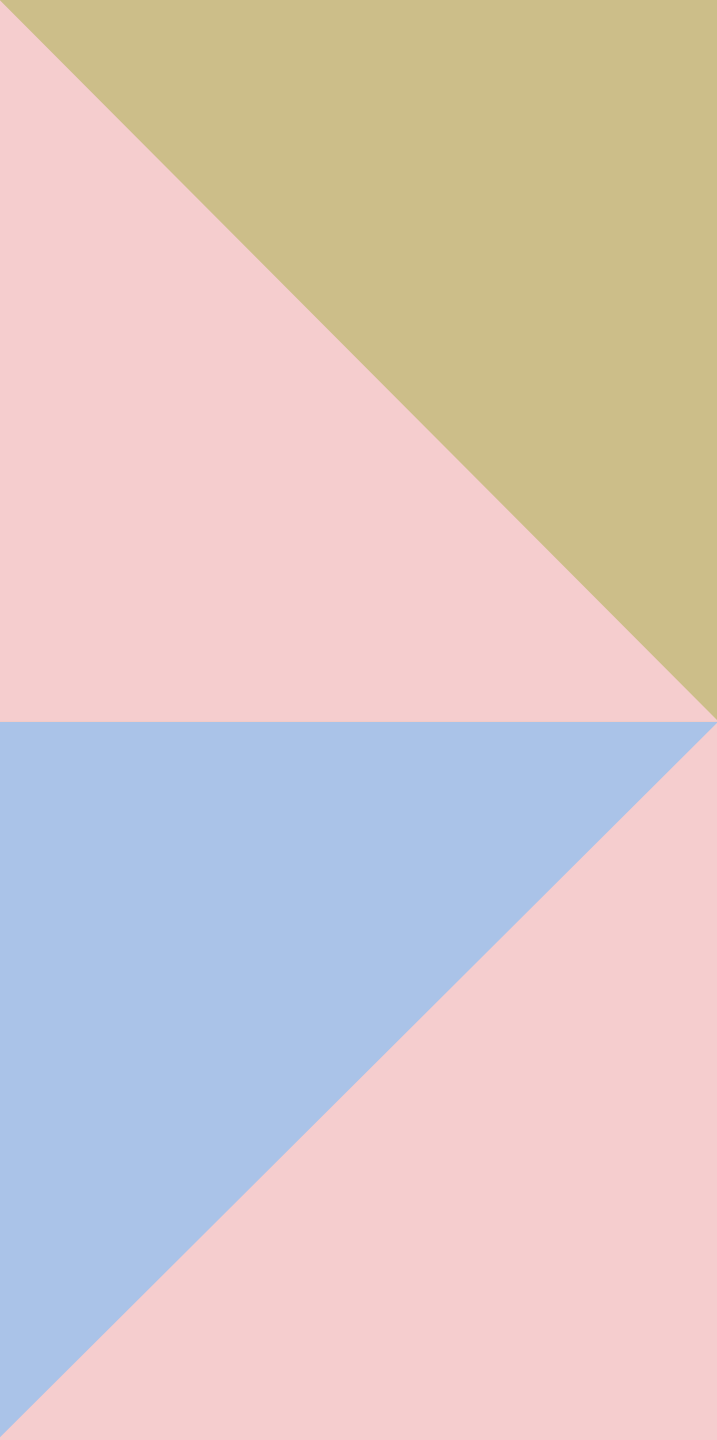




UNIT- I HUMAN ECOLOGY AND HAPPINESS LECTURES (3 WEEKS)

7

- Definitions/Factors of Happiness: Environmental and Social
- Physical, emotional and psychological well-being for happiness
- Physiological and hormonal basis of happiness
- Coping with Stress: A life saving skill



UNIT- II INDOLOGICAL THEORIES⁸ OF HAPPINESS (4 WEEKS)

- Definitions/Factors of Happiness:
Environmental and Social
- Physical, emotional and psychological well-being for happiness
- Physiological and hormonal basis of happiness
- Coping with Stress: A life saving skill

UNIT- III HAPPINESS: CROSS-CULTURAL CONTEXTS (4 WEEKS)

- Culture and Happiness
- Interpersonal Relationship: Comparative Perspective
- Towards Self-Actualization

UNIT- IV LOCAL AND GLOBAL PERSPECTIVE OF HAPPINESS (4 WEEKS)

- Measuring happiness: Key indicators
- Happiness Index
- India in Global Happiness Indices

PRACTICAL COMPONENT

15 WEEKS- (50 MARKS)

- Promoting positive mental health practices such as Yoga and Meditation Centres, Recreation clubs, and Parks for youth and senior citizens shall be carried out by the students.
- Extending help and social service by visiting old age homes/ hospitals/slum areas or any other disadvantaged groups.
- Students can undertake a field work/ project independently or work as an Intern with NGOs working in the area of happiness and well-being.
- Critical appreciation of a documentary/ film based on Happiness and Wellbeing can be undertaken by the students.
- Hands-on Happiness: Gardening, Cleaning, Washing, Cooking, etc.
- Workshops/ Sessions for the actualization of innate creative potential- (Music, Drawing, Calligraphy, Dramatics)
- If required, students can share their experiences in the form of a Project Report.
- Students may share their experiences in the form of Audio-video presentations of 15-20 minutes.
- Any other Practical/Practice as decided from time to time



THANK YOU

FOR ANY QUERIES, PLEASE CONTACT THE COORDINATORS OF THE COURSE

Value Addition Course

Culture and Communication

Academic Coordinators-

Dr. Neerja Deswal

Dr. Manju Goel

Learning

Learning Objectives

- To focus on traditional values disseminated from Indian cultural heritage.
- To understand the interconnections between the legacy of our past and needs of our contemporary society.
- To learn to adapt, interact and celebrate our diversity and pluralistic culture.
- To develop communication skills in speaking, listening, reading and writing and apply them in our quotidian life as young citizens of contemporary India.
- To integrate ethical values and life skills.

Learning Outcome

- Appreciate the relevance of ancient Indian wisdom and core ethical values in our contemporary life.
- Engage in a dialogue between the past and the present and inculcate the best principles towards a meaningful life.
- Involve themselves in team work and group activities to address challenges faced in metropolitan cities.
- Develop communication skills, that is, analytical reading, empathetic listening, considerate speaking as well as informed writing.
- Extension activities will equip the students, drawn from diverse backgrounds, with life skills and confidence to integrate with a multicultural environment and work towards an inclusive community.
- Envisage and work towards an ethically robust society and thereby strengthen the nation.

Syllabus

UNIT - I Ethical Values from Indian Cultural Heritage

- *Vasudhaiva Kutumbakam*
- United We Stand, Divided We Fall
- *Ek Bharat, Shresht Bharat*

UNIT - II Developing Life Skills

- Empathy
- Adaptability
- Conserving our natural resources
- Sharing knowledge resources

Syllabus

Contd...

UNIT - III Effective Communication in Everyday Life

- Empathetic listening
- Considerate speaking
- Analytical reading
- Informed writing

Practical component (15 Sessions of 2 hours each= 30 hours)

As hands-on experience is an essential component of the course, this section will focus on the practical aspects to correlate with the fundamental principles and learnings of the theory portion. Students will be encouraged to use the communication tools learnt through Unit 3 and corroborate the continuities of core principles studied in Unit 1 and 2.

- Students will be asked to conduct surveys/interviews in their neighbourhood or commuting routes to assess the nature and quality of negotiating our cultural diversity and pluralist traditions.
- Students would be assigned visits to old-age homes, hospitals, cancer wards, etc. to interact and write about their experiences with old people, caregivers, patients, nursing staff, helpers, etc.
- They will also be assigned visits to historically important places and monuments within the city and also converse with the tourists in order to trace a comprehensive view of the rich cultural history of India. They may create video documentaries, take and record tourists' interviews and/or write a journal entry of the visit using the communication skills learnt.
- Students shall make group presentations or individual reports on the activities undertaken. Discussions with classmates and the teacher shall be undertaken to evolve clarity of vision on the ethical values and effective communication skills learned through this course.
- Any other related activity.

Essential Readings

- Aurobindo, Sri. *Introduction To The Gita*. Sri Aurobindo Ashram Press, 2017. pp 23-40
- Dhanavel. S.P. *English and Soft Skills*. Orient Black Swan, 2010.
- Haksar, A. N. D. 'Chanakya Niti Shastra', *Chanakya Niti*. India, Penguin Random House India Private Limited, 2020.
- Malik, Keshav. "A Dehumanized Environment". *Culture of Peace: Experience and Experiment*, edited by Baidyanath Saraswati. Indira Gandhi National Centre for the Arts, New Delhi, 1999. pp 77-79
- Murthy, Sudha. 'How to Beat the Boys', *Three Thousand Stitches: Ordinary People, Extraordinary Lives*. Penguin Books, 2017.
- Ramanujan, A.K. 'A Flowering Tree', *Cultural Diversity, Linguistic Plurality & Literary Traditions in India*. Department of English, OUP, 2015. pp 125-138.
- Vande Mataram Song from Chatterji, Bankimcandra. *Anandamath, or The Sacred Brotherhood*. Translated by Julius J. Lipner, Oxford University Press, 2005. pp 297-299.
- Vivekananda, Swami. "Response to the Welcome and Address at the Final Session." *Swami Vivekananda: A Contemporary Reader*, edited by Makarand R. Paranjape, Routledge, New Delhi, 2015, pp. 3–4,18–19.

Credits Distribution

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Prerequisite of the Course
		Lecture	Tutorial	Practical/ Practice		
Culture and Communication	02	1	0	1	Pass in Class 12 th	NIL

Value Addition Course-1

Emotional Intelligence

Academic Coordinators-

Dr. Manju Goel

Dr. Mali Devi

Learning

Learning Objectives

- Introduce the concept of emotional intelligence, its models and components.
- Understand the significance of emotional intelligence in self-growth and building effective relationships.
- Identify the measures of emotional intelligence.

Learning Outcome

- Self-Awareness, Self-Management, Social Awareness & Relationship Management.
- Discover personal competence and techniques of building emotional intelligence.
- Gain insights into establishing positive relationships.

Syllabus

UNIT- I Fundamentals of Emotional Intelligence (4 Weeks)

- Nature and Significance
- Models of emotional intelligence: Ability, Trait and Mixed
- Building blocks of emotional intelligence: self-awareness, self-management, social awareness, and relationship management

UNIT- II Personal Competence (5 Weeks)

- Self Awareness: Observing and recognizing one's own feelings, Knowing one's strengths and areas of development.
- Self Management: Managing emotions, anxiety, fear, and anger.

Syllabus

Contd...

UNIT- III Social Competence (3 Weeks)

- Social Awareness: Others' Perspectives, Empathy and Compassion
- Relationship Management: Effective communication, Collaboration, Teamwork, and Conflict management

UNIT- IV Emotional Intelligence: Measurement and Development (3 Weeks)

- Measures of emotional intelligence
- Strategies to develop and enhance emotional intelligence

Practical component (if any) (15 Weeks)

- Students will practice self-management techniques to regulate emotions such as
 - Mindfulness
 - Conditioned relaxation response
 - Boundary setting
 - Any other
- Students will practice various techniques of relationship management such as engaging with:
 - Display of empathy
 - Effective communication
 - Teamwork
 - Conflict resolution
 - Any other
- If required, students can share their experiences in the form of a Project Report.
- Any other Practical/Practice as decided from time to time

Readings

Essential/recommended readings

- Bar-On, R., & Parker, J.D.A. (Eds.) (2000). The handbook of emotional intelligence. San Francisco, California: Jossey Bros.
- Goleman, D. (2005). Emotional Intelligence. New York: Bantam Book.
- Sternberg, R. J. (Ed.). (2000). Handbook of intelligence. Cambridge University Press.

Suggested Readings

- HBR's 10 Must Reads on Emotional Intelligence (2015)
- HBR's 10 Must Reads on Managing Yourself (2011)
- Self Discipline: Life Management, Kindle Edition, Daniel Johnson.

Credits Distribution

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Emotional Intelligence	02	1	0	1	Pass in Class 12 th	NIL

VAC 1: Value Added Course

ETHICS AND CULTURE

Academic Coordinators:

Dr. Shadab Khan

Dr. Mamta Arora

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/Practice		
Ethics and Culture	02	1	0	2	Pass in Class 12 th	NIL

Learning Objectives

- The Learning Objectives of this course are as follows:
- To help students explore ethical and cultural dimensions of their lives.
- To provide a forum for students to pause, revisit their assumptions and beliefs, and become mindful of their thoughts, emotions and actions.
- To give the students an opportunity to express themselves and inquire into their decision making processes.
- To cultivate ethical values and participate in the creation of a society based on acceptance, compassion, and justice.

Learning outcomes

- The Learning Outcomes of this course are as follows:
- Explore perspectives on ethics in thoughts, words and actions
- Evolve ethical decision making practices
- Understand the need for an ethical society and culture
- Introspect, become conscious of and assess one's stance in life
- Cultivate empathy, tolerance and compassion
- Apply the values learnt in the course to everyday life

SYLLABUS: UNIT — I

Introduction - The Basis of Ethics

- Getting to Know Each Other
- What to Expect from the Course?
- Recognition of Our Common Humanity
- Empathy, Compassion and Justice

UNIT — II The Role of Intelligence, Reason and Emotions

- Discernment: What Is The Right Thing To Do?
- The Art of Conflict Resolution
- Destructive and Constructive Emotions
- The Need for Emotional Balance

UNIT — III Cultivating Inner Values- Ethics in the World of Work and Play

- Training the Mind: Mindfulness and Kindness
- Meditation
- Discovering your Vocation and Interests
- Self-discipline, Integrity, Commitment, Creativity
- Work-Life Balance

UNIT — IV Striving for a Better World

| Outreach Activities

- Means and Ends
- Debate and Dialogue
- Culture as Shared Values
- Creating and Sustaining Ethical Cultures:
The Role of Philosophy, Religion, Literature,
Theatre, Cinema, Music, Media
- Outreach Activities

Suggested Readings:

- Aristotle. Nichomachean Ethics. London: Penguin Classics, 2004
- Swami Vivekananda. The Complete Works of Swami Vivekananda. Advaita Ashrama, 2016.
- https://www.ramakrishnavivekananda.info/vivekananda/complete_works.html
- Panch Parmeshwar in English translation as The Holy Panchayat by Munshi Premchand
- The Silas Marner by George Eliot
- We are Seven by Wordsworth
- The Chimney Sweeper by William Blake

Value Added Course- 1

Hindi Journalism and Mass Communication

सृजनात्मक लेखन के आयाम

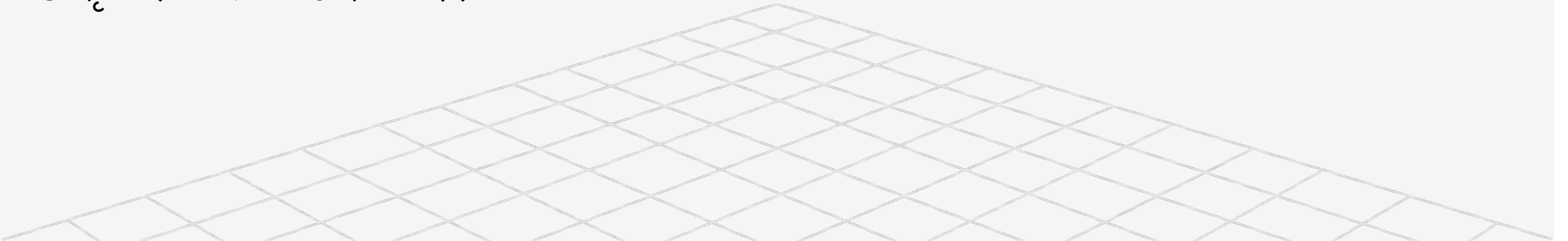
Learning Objectives

- सृजनात्मकता और भाषायी कौशल का संक्षिप्त परिचय कराना
- विचारों का प्रभावी प्रस्तुतिकरण करना
- सृजनात्मक चिंतन और लेखन क्षमता को विकसित करना
- मीडिया लेखन की समझ विकसित करना

Syllabus of सृजनात्मक लेखन के आयाम

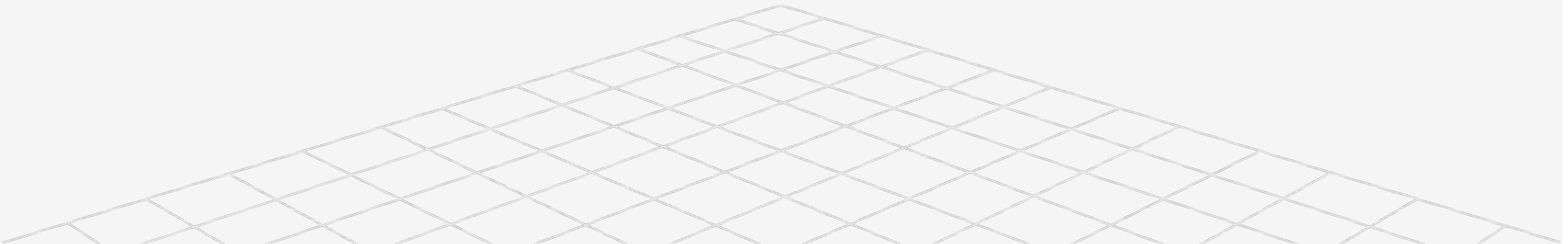
Unit- 1 सृजनात्मक लेखन

- 1- सृजनात्मक लेखन: अर्थ, स्वरूप और बोध
- 2- सृजनात्मक लेखन और परिवेश
- 3- सृजनात्मक लेखन और व्यक्तित्व निर्माण



Unit-2 सृजनात्मक लेखन: भाषि क संदर्भ

- 1- भाव और विचार का भाषा में रूपांतरण
- 2- साहित्य के भाषा की विभिन्न छवियां
- 3- प्रिंट तथा इलेक्ट्रानिक माध्यमों की भाषा का अंतर

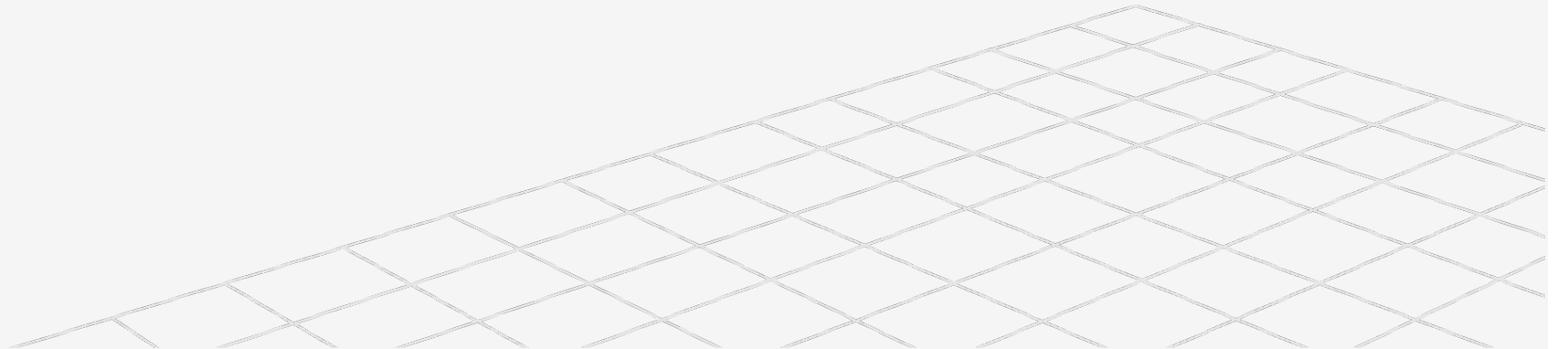


Unit-3 सृजनात्मकता लेखन - विविध आयाम

1- कविता, गीत, लघु कथा

2- हास्य - व्यंग्य लेखन

3- पल्लवन, संक्षेपण, अनुच्छेद



Practical Component (if any)

कक्षा में विद्यार्थी द्वारा ' मेरी पहली रचना ' शीर्षक से किसी भी विधा में लेखन

किसी भी साहित्यिक रचना का भाषा की दृष्टि से विश्लेषण

इकाई- 3 में उल्लिखित विधाओं में विद्यार्थियों द्वारा लेखन एवं सामूहिक चर्चा

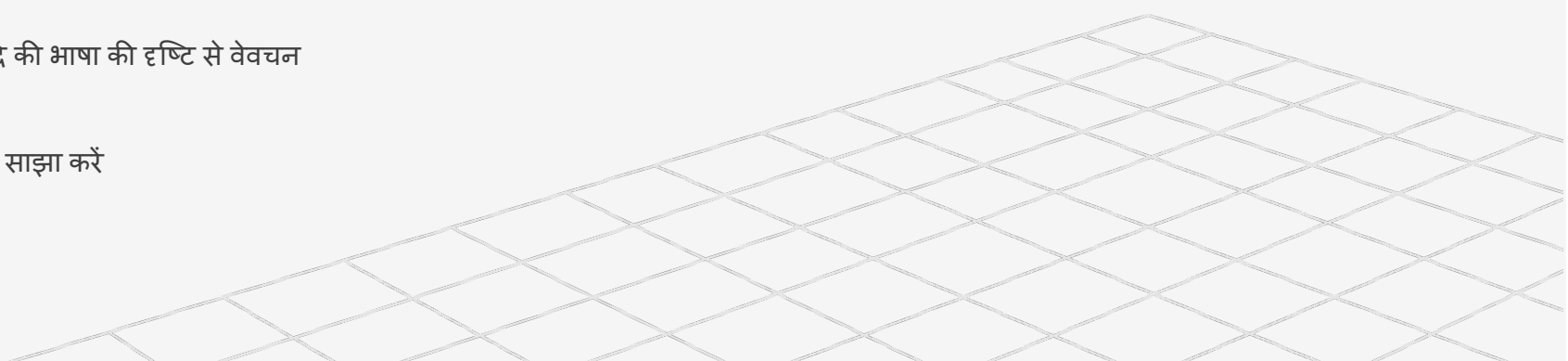
i. समसामयिक विषयों पर किसी भी विधि में लेखन - बदलते जीवन मूल्य, महामारी, राष्ट्र निर्माण में छात्र की भूमिका, युवाओं के कर्तव्य, पर्यावरण संरक्षण, लोकतंत्र में मीडिया की भूमिका, ऑनलाइन शॉपिंग अथवा अन्य समसामयिक विषय

ii. किसी उत्सव, मेला, प्रदर्शनी, संहारालय और किसी दर्शनीय स्थल का भ्रमण तथा उस पर परियोजना कार्य

प्रिंट माध्यम के खेल, राजनीति, आर्थिक और फिल्म जगत आदि से जुड़ी सामग्री का भाषा की दृष्टि से विवेचन

इलेक्ट्रॉनिक माध्यम के समाचार, धारावाहिक, विज्ञापन आदि की भाषा की दृष्टि से वेवचन

आवश्यक हो, तो छात्र प्रोजेक्ट रिपोर्ट के रूप में अपने अनुभव साझा करें



Essential/ recommended readings

- 1- लेखन एक प्रयास, हरीश चंद्र कांडपाल
- 2- रचनात्मक लेखन, सं. रमेश गौतम
- 3- साहित्य - चिंतन: रचनात्मक आयाम, रघुवश