



University of Lucknow

Undergraduate Semester III Co-Curricular Courses from the Session 2022-23 onwards

S.No.	Course
1	Women Freedom Fighters of India (1857-1947)
2	Report Writing and Presentation Skills-II
3	The Politics of Environment
4	Human Rights
5	NCC Training for Air Force/Army and Naval Cadets
6	Indian Knowledge Traditions
7	संस्कृत षास्त्र परम्परा
8	Knowing India's Heritage-II
9	Critical Thinking & Logical Reasoning
10	Scientific Basis of Physical Education
11	हिन्दी भाषा-लिपि और निबन्ध लेखन
12	Self Enhancement Skills
13	Gender Violence and Mental Health
14	Practice of Meditation (Dhyan)
15	Literary Geners and Classical Persian Poets
16	Introductory Arabic
17	Interview Prepration and Planning
18	Organisational Leadership

Note: NCC can be offered only by students who are enrolled for NCC

**Curricular (CC2)
(Semester- III)**

Women Freedom Fighters of India (1857-1947)

CREDIT: 04

THEORY

COURSE OUTCOME:

- The study of this paper will enable students to have a nuanced understanding of women's contribution in the transition of India from a colony to a free nation.
- The study will enable the students to develop empathy, sensitivity and appreciation for women's contribution and sacrifice for the motherland.

UNIT – I

1. Rani Laxmi Bai
2. Begum Hazrat Mahal
3. Jhalkari Bai
4. Uda Devi

UNIT – II

1. Annie Besant
2. Sarojini Naidu
3. Madam Bhikhaji Cama
4. Kamaladevi Chattopadhyay

UNIT – III

1. Rani Gaidinliu
2. Vijay Laxmi Pandit
3. Durgawati Devi
4. Kamla Nehru

UNIT – IV

1. Lakshmi Sehgal
2. Aruna Asaf Ali
3. Raj Kumari Amrit Kaur
4. Sucheta Kriplani

References :

Suggested Readings :

1. Geraldine Forbes-*Women in Modern India*
2. Sushila Nayar, Kamla Mankekar (ed.) - *Women Pioneers in India's Renaissance*
3. राधा कुमार-स्त्री संघर्ष का इतिहास
4. सम्पादक राधना आर्य, निवेदिता मेनन, जिनी लोकनीता – नारीवादी राजनीति

Web References :

1. JSTOR
2. Academia.edu
3. Shodhganga






UG Semester- III Co Curricular Course
Report Writing & Presentation Skills-II

Course objectives

Structure reports in a logical and professional manner; gain comprehensive skills and in-depth knowledge to plan and create reports; improve presentation skills; reduce fear and/or anxiety; train participants in developing successful strategies for presenting at internal and external board meetings, and at councils/ committees, train participants in building self-confidence when using technology to deliver presentation, help participants learn how to communicate through report writing on what, how and when.

Unit-1

Preparation of PPT: technical learning

Unit-2

Practice session-1 for report presentations

Unit-3

Practice session-11 for report presentations

Unit-4

Assessment, Feedbacks and comments

f. Kumar

R. Chandra
10/9/2022

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DEPARTMENT OF EDUCATION

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Sem III Co-Curricular
The Politics of Environment

Course Objective: Climate change and Global Warming are the pressing concerns globally. In this context this course aims to: 1. To familiarize the students with the different theoretical concepts related to Environment; 2. To give a brief overview of the history of the evolution of the Global Environmental governance regime; 3. To highlight the contemporary environmental issues and debates on how these should be addressed.

Unit I Ecological Issues

Climate Change
Global Commons Debate

Unit II Issues in Development

Big Dams and Environmental Concerns
Global Wars and environmental degradation
Valuing Traditional Knowledge Systems

Unit III Historical Overview of International Environmental Agreements

UNEP and Global Multilateral Environmental Agreements
Intergovernmental Panel on Climate Change
IUCN
Role of organizations like Green Peace

Unit IV Environmental Governance

Human-Environment Interaction
Green Governance: Sustainable Human Development
The Politics of Environment in India
Why We Need to Bring the World Together?

Ramal

R.P. Arora

Arora

Mehra .
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Reading List:

J. Volger, (2011) 'Environmental Issues', in J. Baylis, S. Smith and P. Owens (eds.) *Globalization of World Politics*, New York: Oxford University Press, pp. 348-362.

A. Heywood, (2011) *Global Politics*, New York: Palgrave, pp. 383-411.

N. Carter, (2007) *The Politics of Environment: Ideas, Activism, Policy*, Cambridge: Cambridge University Press, pp. 13-81.

P. Bidwai, (2011) 'Durban: Road to Nowhere', in *Economic and Political Weekly*, Vol.46, No. 53, December, pp. 10-12.

K. Shimko, (2005) *International Relations Perspectives and Controversies*, New York: Houghton-Mifflin, pp. 317-339.

Lechner, F. J and Boli, J. (eds.) (2004) *The Globalization Reader*. Oxford: Blackwell, pp. 361-376 and 398-404.

Held, D. and Mcrew, A. (eds.) (2000) *The Global Transformations Reader*. Cambridge: Polity Press, pp. 374-386.

Singh, S. (1997) *Taming the Waters: The Political Economy of Large Dams in India*. New Delhi: Oxford University Press, pp. 133-163, 182-203, 204-240.

Kesselman, M. (2007) *The Politics of Globalization*. Boston: Houghton Mifflin Company, pp. 330-339.

Marglin, S. (1990) 'Towards the Decolonisation of the Mind' in Marglin, S. and Marglin, F. A. (eds.) *Dominating Knowledge: Development, Culture and Resistance*. Oxford: Oxford University Press, pp. 1-28.

A. Baviskar, (1995) 'National Development, Poverty and the environment', in *In the Belly of the River: Tribal Conflict Over Development in the Narmada Valley*, Delhi: Oxford University Press, pp. 18-33.

Ramachandra Guha, *Environmentalism: A Global History*, Longman Publishers, 1999

J.P. Evans, *Environmental Governance*, Routledge, 2012

Emilio F. Moran, *Environmental Social Science: Human - Environment interactions and Sustainability*, Wiley-Blackwell, 2010

Burns H Weston and David Bollier, *Green Governance: Ecological Survival, Human Rights, and the Law of the Commons*, Cambridge University Press, 2013

Bina Agarwal, *Gender And Green Governance*, Oxford University Press, Oxford, 2013

J. Volger, 'Environmental Issues', in J. Baylis, S. Smith and P. Owens (eds.) *Globalization of World Politics*, New York: Oxford University Press, 2011, pp. 348-362.

Ramal

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A. Heywood, *Global Politics*, New York: Palgrave, 2011, pp. 383-411.

N. Carter, *The Politics of Environment: Ideas, Activism, Policy*, Cambridge: Cambridge University Press, 2007, pp. 13-81.

Taylor, P. and Groom, A.J.R. (eds.) (2000) *The United Nations at the millennium*. London: Continuum, pp. 21-141.

Moore, J.A. Jr. and Pubantz, J. (2008) *The new United Nations*. Delhi: Pearson Education, pp. 119-135.

S. Dalby, (2009) 'What Happens If We Do not Think In Human Terms?', in J. Edkins and M. Zehfuss (eds.), *Global Politics: A New Introduction*, New York: Routledge, pp. 45-69.

R. Collin and P. Martin, (2013) 'The Greening of A Blue Planet', in *An Introduction To World Politics: Conflict And Consensus On A Small Planet*, Maryland: The Rowman & Littlefield Publication Group, pp. 527-570.

A. Heywood, (2011) 'Global Environmental Issues', in *Global Politics*, London: Palgrave, 2011, pp. 383-411.

N. Carter, (2007) *The Politics of Environment: Ideas, Activism, Policy*, 2nd edition, Cambridge: Cambridge University Press, pp 13-81.

N. Dubash, (2012) 'The Politics of Climate Change in India: Narratives of Enquiry and Co-benefits', Working Paper, New Delhi: Centre for Policy Research.

Eckersley, R. (1992) *Environmentalism and Political Theory: Towards an Ecocentric Approach*, London: UCL Press, pp. 1-71.

Clark, M. (1993) 'Environmentalism', in Bellamy, R. (ed.) *Theories and Concepts in Politics: An Introduction*. New York: Manchester University Press, pp. 243-264.

Bryant, R. L. & Bailey, S. (1997) *Third World Political Ecology: An Introduction*, London: Routledge, pp. 27-47.

Jamieson, D. (2008) 'Environment', in McKinnon, C. (ed.) *Issues in Political Theory*, New York: Oxford University Press, pp. 313-335.

Suggested Activity for Students:

A site visit to any on-going developmental project like Dams, Government project sites, Nuclear Projects etc preferably in and around Lucknow by students and submission of report on Environmental law Violation and related concerns.








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Syllabus of Co- Curricular

(Semester 3)

Title of the Paper- Human Rights

• **Course Outcome-**

- student will be able to enhance their capacity to identify issues and problems related with realisation of the human rights
- This paper provides students to know institutional mechanism of human rights and framework in India dealing with protection and enforcement of human rights.

Unit-1

1. Concept of Human Rights: Meaning Nature, Scope and Source
2. Origin and development of human rights
3. Three Generations of Human Rights
4. Human Rights and Duties, Universal vs Cultural Relations

UNIT-2

1. Human Rights in the League of Nations and in the United nation.
2. Universal declaration of Human Rights .
3. International covenants on Human Rights and Regional Conventions on Human Rights.
4. Core Instruments of Human Rights.

UNIT-3

1. UNHCHR, Human Rights Council(HRC)
2. International Humanitarian Law
3. Geneva Conventions of 1949, Montreal Protocol
4. International Criminal Court, ICJ

UNIT 4

1. Human Rights Movements in India
2. India and human rights conventions
3. Human Rights Commissions in India
4. Human Rights protection acts in India

References

- Dr. H.O. Agrawal- Human Rights 2020
Dr. S.K. Kapoor- International Law and Human Rights 2021
Dr. S.R. Myneni- Human Rights law 2020
Dr. U. Chandra- Human Rights 2021
Manoj Kumar Sinha-Implementation of basic human rights 2013

R.P. Singh
Amit
9/9/22

Manoj

Kaame,
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3

TITLE OF THE PAPER : NCC TRAINING FOR ARMY CADETS
CREDIT : 4

COURSE OBJECTIVE :

Cadets will be able to:-

- Imbibe the conduct of NCC cadets.
- Understand that drill as the foundation for discipline and to command a group for common goal.
- Appreciate grace and dignity in the performance of foot drill.
- Understand the importance of a weapon its detailed safety precautions necessary field signals.
- Use terrain effectively for concealment, camouflage, indicate landmarks and give field signals.

COURSE OUTCOME :

After completing this course, the cadets will be able to:-

- Perform foot drill gracefully.
- Give and follow the different word of command
- Fire a weapon effectively with fair degree of marksmanship
- Use of bearing and service protractor and locate that place and objects on the ground.
- Do the social service and feel connected with social problems.

UNIT-I

NCC GENERAL: Introduction of NCC, History, Aims, Objective of NCC & NCC as Organization, Incentives of NCC, Duties of NCC Cadet. NCC Camps: Types of Conduct.

UNIT-II

DRILL: Foot Drill Dahine, Baen, AageaurPicheKadam Lena., TejChal se Murdna, TejChal se Salute Karna, TejKadam Tall aurTham, TejKadam Tall se KadamBadalna, Teeno Teen se Ek File aurek File se Teeno Teen Banana

UNIT-III

MAP READING: Protractor Bearing and its Conversion methods, Service protractor and its uses., Prismatic compass and its uses and GPS, Navigation by compass and GPS.

UNIT - IV

WEAPONS TRAINING: Range procedure & Theory of Group., Short Range firing.

REFERENCE:

- शर्मा, कान्त शर्मा, एन0सी0सी0 परिचय एवं प्रशिक्षण : एकता और अनुशासन, प्रकाश बुक डिपों, बरेली, वर्ष 2017.
- नवीन एन0सी0सी0 हैण्डबुक : बालक एवं बालिकाओं के प्रशिक्षण हेतु, एच0एम0 पब्लिकेशन, आगरा,
- Gupta's R., NCC National Cadet Corps : A Concise Handbook of NCC Cadets for 'A', 'B' & 'C' Certificate Examinations., Including Models Papers & Solved questions, Ramesh Publishing House, New Delhi,
- Sharma, Vishnu Kant Sharma, Sharma Meena, NCC Cadet's Military Training, Prakash Book Depot, New Delhi.

TITLE OF THE PAPER : **NCC TRAINING FOR AIR FORCE AND NAVAL CADETS**
CREDIT : **4**
COURSE OBJECTIVE :

Cadets will be able to:-

- Understand the history, Geography and topography of Border and coastal areas.
- Understand the various types of Adventure activities.
- Use terrain effectively for concealment, camouflage, indicate landmarks and give field signals.
- Observe surroundings in better way.

COURSE OUTCOME :

After completing this course, the cadets will be able to:-

- Give and follow the different words of command.
- Develop the qualities of patience and confidence and become better individuals.
- Know about Air force and Navy
- Be motivated to serve the nation by joining Armed forces.

UNIT-I

Indian Air Force:

- Structure
- Commands
- Wings

UNIT-II

Principles of Flights:

- Flying Branch
- Technical Branch
- Ground Branch

UNIT-III

Border & Coastal Areas:

- History
- Geography
- Topography

UNIT - IV

Field Craft & Battle Craft:

- Observation
- Camouflage
- Concealment

REFERENCE:

- शर्मा, कान्त शर्मा, एन0सी0सी0 परिचय एवं प्रशिक्षण : एकता और अनुशासन, प्रकाशबुकडिपो, बरेली, वर्ष 2017.
- नवीन एन0सी0सी0 हैण्डबुक : बालक एवं बालिकाओं के प्रशिक्षणहेतु, एच0एम0 पब्लिकेशन, आगरा,
- Gupta's R., NCC National Cadet Corps: A Concise Handbook of NCC Cadets for 'A', 'B' & 'C' Certificate Examinations, Including Models Papers & Solved questions, Ramesh Publishing House, New Delhi.
- Sharma, Vishnu Kant Sharma, Sharma Meena, NCC Cadet's Military Training, Prakash Book Depot, New Delhi.

6

Co-curricular Course (04 Credits)

Indian Knowledge Traditions

Course Outcomes:

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

- Understand the key concepts of NEP-2020
- Understand Indian knowledge traditions
- Get acquainted with Indian cultural roots
- Encourage comparative studies
- Prepare projects for global studies

Unit-I Indian Culture/Indian Philosophy

Swami Vivekanand : Chicago Speech 1893
S. Radha Krishnan's Concept of Indian Education
Shankaracharya's Advait Vedanta
Rabindra Nath Tagore *Gitanjali* (1-5 songs)

Unit-II Indian Poetics

Basics of Rasa, Vakrokti, Riti, Vyangya and Alankar
Aurobindo's "The Ideal Spirit of Poetry" from *The Future Poetry*.

Unit-III Indian Dramaturgy

Dashroopakam
Nayak, Nayika, Nat, Nati, Vidushak, Sutradhar, Younandharayan
Basics of Kalidas' *Shakuntala*
Basic acting skills, Spatial Dynamics of stage space.
Dialogue/Speech.
Intonation
Breathing Exercises

Unit-IV An Overview of North Indian Popular Theatre : Select Texts

Nautanki
Ram Leela
Raas Leela
Bhartendu Harishchandra : *Andhar Nagri Chaupat Raja* (in English Translation)

References

1. Vivekanand : *Chicago Speech 1893* The Art Institute of Chicago
www.artc.edu.swamivivekanand

Art

Gyan

Arjun

Neerabhi Pawar

AS

Arjun

Mr

Sp 90
Arjun

2. Radhakrishnan : *Indian Philosophy* Vol.I
3. Sri Aurobindo, *The Future Poetry*
4. M.S. Kushwaha, Kapil Kapur, *An Introduction to the Study of Indian Poetics*
5. Kalidas' *Shakuntala*
6. Bharata, *Natya Shastra*
7. Shankaracharya, *Vivek Chudamani*
8. Rabindra Nath Tagore *Gitanjali*
9. Damned City: The Dumb King (Translation of Andhar Nagri Chaupat Raja) dialog 37 (Spring 2021)
10. Ananda Lal (ed.) *Theatres of India: A Concise Companion* OUP 2009

☆: Sharma Sharma MAE
Syeda Agarwal
Neeraj
Neeraj Pawar
9-9-2022

पाठ्य सहगामी स्नातक पाठ्यक्रम
(Co-curricular UG Course)
संस्कृतशास्त्रपरम्परा
(SANSKRITSASTRAPARAMPARA)

Semester 3

Credits: 04

Course outcome

- विद्यार्थी वेद वेदाङ्ग के सामान्य ज्ञान से अवगत होगा।
- विद्यार्थी रामायण और महाभारत के महत्व से परिचित होगा।
- विद्यार्थी आस्तिक एवं नास्तिक दर्शन के साथ भारतीय संस्कृति से अवगत होगा।
- विद्यार्थी स्मृतिशास्त्र से अवगत होगा।

प्रथम इकाई Unit 1

वेदवेदाङ्गपरिचयः

(वेद, उपवेद, वेदाङ्ग, ब्राह्मण, आरण्यक एवं उपनिषद का संक्षिप्त परिचय)

द्वितीय इकाई Unit 2

रामायण-महाभारतपरिचयः

(रचयिता, काल, विभाजन, मुख्य विषय वस्तु, पात्र परिचय एवं प्रमुख सूक्तियां)

तृतीय इकाई Unit 3

दर्शनपरिचयः

(न्याय, वैशेषिक, सांख्य, योग, मीमांसा, वेदान्त, चार्वाक, जैन एवं बौद्ध दर्शन)

चतुर्थ इकाई Unit 4

स्मृतिपरिचयः

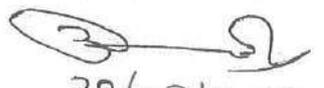
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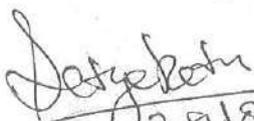
संस्तुत ग्रन्थ

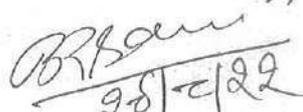
1. वैदिक साहित्य एवं संस्कृति- डॉ. कपिल देव द्विवेदी विश्वविद्यालय प्रकाशन, वाराणसी
2. भारतीय दर्शन- डॉ. सर्वपल्ली राधाकृष्णन्
3. संस्कृत साहित्य का इतिहास, बलदेव उपाध्याय, चौखम्बा प्रकाशन, वाराणसी
4. संस्कृत साहित्य का समीक्षात्मक इतिहास, डॉ. कपिल देव द्विवेदी, प्रयागराज
5. The cultural heritage of India, Ramkrishna Mission, Kolkata.
6. An Introduction to Indian Philosophy, Dutta & Chatterjee, Calcutta University Press.

म. उ. सिंह
29-8-22


29-08-22


29/08/2022


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28/8/22


29/8/22

- Growse, F. S., *Mathura-Brindavan- A mystic Land of Lord Krishna* , 2000
- Lazzaretti, Vera, *Varanasi*, 2016
- Sukul, Kuber nath, *Varanasi Down the Ages* , 1974
- Mani, B. R. , *Sarnath*, 2006
- Venkataramayya, M., *Sravasti*, 1981

SEMESTER-III (Ancient Indian History)

Paper Title- *Knowing India's Heritage -II*

T4/PO

Course Objectives: Students will be introduced to emergence and development of art traditions. Monuments will be studied in their cultural context.

Course Outcome: The students will be familiar with the monuments in their religious, regional and stylistic context. The students will also be able to prepare the plans of the monuments.

UNIT I -LUCKNOW

Imambaras (Bara Imambara, Chhota Imambara,
Shahnazaf Imambara)

Baradaris (सफेद और लाल बारादरी)

Residency

UNIT II -AYODHYA

Janmabhumi

Temples (Kanak Bhawan, Hanuman Garhi)

UNIT III -PRAYAGRAJ

Qila and its surroundings

Places of Historical Interest (Anand Bhawan, Alfred Park)

D. Singh
09.09.2022

09.09.2022

09/09/2022

Kamta
9.9.2022

9/9/2022

9/9/22

UNIT IV -AGRA

Qila

Fatehpur Sikri

Taj Mahal

Books recommended :

- Arora, Jagdish, 2014, *Lucknow my Lucknow*
- Varshneya, Vipul , 2017, *Lucknow , the City of Heritage & Culture : A Walk through History*
- Srivastava, Prashant, *लखनऊ के इमामबाड़े Lucknow. 2009.*
- Rai, Neena, *Amazing Ayodhya : The Splendid Ancient City of Lord Rama, 2021*
- Agarwal, Gunjan, *प्रयागराज : एक जीवन्त सांस्कृतिक नगर , 2021*
- Latif, S.M. , *Agra, Historical & Descriptive , 1896*
- Srivastava, Nidhi. *The Imambaras and Baradaris of Lucknow. Historia: Quarterly E-Nwesletters of WebGuruCool 1(2), January 2022, pp.19-*

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09.09.2022

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CO-CURRICULAR COURSE
Critical Thinking & Logical Reasoning

A Glimpse of the Course:

By taking Introduction to Critical Thinking and Logical Reasoning, you will improve your ability to identify, analyze, and evaluate arguments by other people and also to construct arguments of your own in order to convince others and to help you decide what to believe or do. This specialization introduces general standards of good reasoning and offers tools to improve your critical thinking skills. These skills will help you determine when an argument is being given, what its crucial parts are, and what it assumes implicitly. You will also learn how to apply deductive and inductive standards for assessing arguments and how to detect and avoid fallacies.

Proposed Syllabus:

Duration: 6 Months

Credits: 4

UNIT I:

- . What is critical Thinking
- . Characteristics of Critical Thinking.
- . Critical Thinking : Benefits and Barriers
- . Some exercises

UNIT II:

What is argument

- . Different Kinds of arguments, Formal , informal, Deductive, Inductive
- . Formalization of Anuman in Indian Philosophy, Panchvayavi of Nyaya, Dvivayavi of Buddhist, Saptbhangi naya of Jainism

UNIT III:

Argument and Syllogism

- . Vein Diagram
- . Fallacies
- . Hetvabhas

UNIT IV:

Informal fallacies of arguments in Indian and western Logic

- . Exercises.

Suggested Readings :

1. Introduction to logic I. M. Copi.
2. Indian Philosophy, D. M. Dutta.
3. Indian Philosophy N. K. Devraj,
4. An Introduction to Critical Thinking. Madhucchanda Sen.
5. Indian logic Kedar nath Tiwari.

o/c
Co-Curricular

(3rd Semester)

SCIENTIFIC BASIS OF PHYSICAL EDUCATION

UNIT-I

- Concept of Sports Sociology & Role of Sports in Socialization
- Games & Sports as Cultural heritage of mankind.
- Meaning definition & importance of Sports Psychology.
- Role of Motivation & Personality in Sports.

UNIT-II

- Concept of Kinesiology, meaning & definition of Kinesiology.
- Role of Kinesiology in Physical Education & Sports
- Kinesiological Fundamental movements
- Posture: Value of good Posture , Causes of bad Posture

UNIT-III

- Meaning & Definition of First Aid & its importance.
- Principles of First Aid & Qualities of First Aider.
- Common Sports Injuries & causes of Sports Injuries.
- Prevention and Treatment of common sports injuries.

UNIT-IV

- Teaching Aids & Teaching Methods in Physical education.
- Meaning & Importance of Management
- Principles of Management
- Class Management: Meaning & types

30/7/2022

30/7/22

Paul
30/7/22

हिन्दी भाषा- लिपि और निबंध लेखन

Course outcome: इस प्रश्न पत्र के अध्ययन से विद्यार्थियों को हिन्दी खड़ी बोली के मानक स्वरूप, हिन्दी की बोलियां तथा नागरी लिपि के विकास का ज्ञान प्राप्त होगा। इस प्रश्न पत्र द्वारा राष्ट्र भाषा के साथ स्वतंत्रता आंदोलन में हिन्दी भाषा की भूमिका का भी पता चलेगा। निबंध लेखन से विद्यार्थियों की अभिव्यक्ति क्षमता का सर्जनात्मक विकास होगा।

इकाई- I

- हिन्दी की प्रमुख बोलियां और उनका परस्पर संबंध
- उत्तर प्रदेश की मुख्य बोलियां - व्याकरणिक स्वरूप एवं साहित्य का संक्षिप्त इतिहास

इकाई- II

- उन्नीसवीं शताब्दी में खड़ी बोली और नागरी लिपि का विकास
- हिन्दी भाषा और नागरी लिपि का मानकीकरण
- नागरी लिपि की प्रमुख विशेषताएँ
- मानक हिन्दी : स्वरूप तथा व्याकरणिक संरचना

इकाई- III

- स्वतंत्रता आन्दोलन के दौरान राष्ट्रभाषा के रूप में हिन्दी का विकास
- भारतीय संघ की राजभाषा के रूप में हिन्दी का विकास
- हिन्दी भाषा का वैज्ञानिक और तकनीकी विकास

इकाई- IV

- लघु निबंध लेखन (लगभग 500 शब्द)

सहायक ग्रंथ सूची:

1. हिन्दी: उद्भव, विकास और रूप- डॉ. हरदेव बाहरी
2. हिन्दी भाषा का उद्भव और विकास - डॉ. उदयनारायण तिवारी
3. हिन्दी भाषा एवं नागरी लिपि का विकास- डॉ. कन्हैया लाल शर्मा
4. हिन्दी और उसकी उपभाषाएँ- विमलेश कान्ति वर्मा
5. हिन्दी भाषा- डॉ. भोलानाथ तिवारी

29/08/2022

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29.8.2022

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29/08/2022

29/08/22

29/8/2022

Self Enhancement Skills

Co-Curricular Course for Semester III (NEP)

Course Objective: The objective of this course is to enhance the level of understanding of the students about their own self from Western perspective. It also aims to develop a true sense of self within the premise of Panchkosha model which exhorts infinite possibilities, having potential to enhance self-esteem and self-confidence to manage the stresses of life.

Course Outcome: After the completion of the course, students will learn the strategies of self-regulation to resort to a desired sense of potential self. Connecting with positive self would enhance the level of their self-esteem and develop their self-confidence to manage stresses of life. Ashtanga Yoga, the ancient Indian science, propounded by Patanjali is inclusive of many techniques for self-enhancement which will enable students to get connected with their cultural roots.

Unit I- Self Awareness

- Western Perspective: SWOT analysis
- Eastern Perspective: Panchkosha
- Self-regulation strategies

Unit II- Self- Esteem

- Meaning, components and sources
- Characteristics of high and low self esteem
- Steps to enhance self esteem

Unit III- Self confidence

- Meaning and nature of self confidence
- Characteristics of persons with high and low self confidence
- Steps to improve self-confidence- Role of positive thinking and self-affirmation

Unit IV-Stress Management

- Concepts, types and sources of stress
- Techniques of stress Management
- Stress Management through Ashtang Yoga of Patanjali

Megha Singh
23/05/22

Abhinav
23/05/2022
Abhinav Sivasubramanian
23/5/22

Sunita
23.05.22

References:

- Pedler, M. Burgoyne, J. and Boydell, D. (2013). A Managers Guide to Self Development. McGraw Hill Education.
- Shukla, A. and Fatima, A. (2021). Personality Growth: Western and Eastern Reflections. BUUKS.
- Stephen, C. (1992). Seven Habits of Highly Effective People. Simon and Schuster Limited.
- Towers, M. (1997). Self Esteem. American Media.

Suggested Readings:

- <https://www.communicationtheory.org/the-johari-window-model>
- <https://www.uj.edu.sa/Files/1001210/Subjects/Chapter%2011%20SWOT%20ANALYSIS.pdf>
- https://www.mirecc.va.gov/cihvisn2/Documents/Patient_Education_Handouts/Self_Esteem_2013.pdf
- <https://cgg.gov.in/core/uploads/2017/07/Stress-Management-Skill.pdf>
- <https://www.uakron.edu/armyrotc/MS1/14.pdf>
- https://uncw.edu/counseling/documents/stressmanagementbooklet3_000-1.pdf

Meghad Singh
23/5/22

Amal
23/05/2022
Manini Soraobang
23/05/22 -
Sunila
23.05.22

Gender, Violence and Mental Health

UG Sem-III Co-Curricular course

Credit :04

Objectives: To present various types and forms of violence against women. This paper will give a practical value to the students in general and women in particular. It will ensure their everyday life difficulties and dilemma and to understand the hidden realities of the society. To handle changes and challenges in real life situation and sensitize students on how gender-based violence impact on Mental health, this paper will be in utmost necessary.

Outcomes: Students will be exposed and sensitized to the insidious and heinous acts of gendered based violence rooted in patriarchal mindset and directed towards women. This paper opens up the scope for students to specialize further in the area of gender-based violence and counselling with a wide range of possibility for employability. Their study on the structural forms of violence against women and the awareness of availability of various state and non-state agencies to address these forms of violence against women equip them to seek employability in such agencies.

Unit I: Introduction

- Definition of violence and gender-based violence
- Patriarchal ideology and violence against women
- Feminist perspective of violence against women

Unit II: Forms of Gender Based violence

- Domestic violence: physical, sexual, psychological, and verbal
- Forms of violence against women in Society: FGM, Foeticide and Infanticide
- Forms of violence against women in Family: Dowry harassment and death, Wife battering

Unit III: Mental Health and Women

- Concept of Mental Health
- Critical issues in Mental Health and Women
- Gender Bias in Mental Health, Sex Differences in Mental Health.

Unit IIV: Lifecycle&Mental Health

- Psychological Effect during Child hood and Adult age discrimination
- Psychological Effect during Pregnancy, Childbirth, Postpartum depression after Motherhood
Menopause Menarche, Menstruation
- Psychological Effect and Mood swing, Depression Eating Disorders, Suicidal Navigation

REFERENCES:

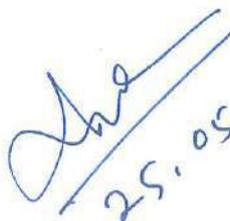
Bansal, D. K. (2006) Gender Violence. New Delhi: Mahaveer and Sons.

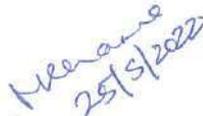
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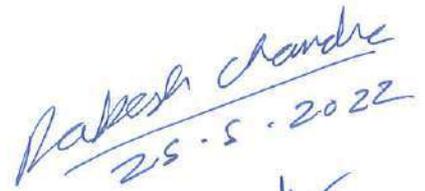
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A. Singh
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Rakesh Chandra
25-5-2022

- Fergusons, C. (ed) (2010) Violent Crime, clinical and implications.
California: Sage publications. Khanna, S. (2009) Violence against Women and Human Rights. Delhi: Swastik Publishers and Distributers.
- Nayar, S. (2010) Violence against Women in South Asian Communities: Issues for Policy and Practice. Delhi: Navyug Books International.
- Prabhakar, V. (2011) Gender Violence: Women Victims in Man's World. New Delhi: Wisdom Press.
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- Bhatt, Savita (2010) Women and Human Rights. New Delhi: Altar Publishing House Ltd. Chatterjee, Piya and etal. (eds.) (2009) States of Trauma: Gender and Violence in South Asia. New Delhi: Kali for Women.
- Dinakar, Suchitra S. and Rajkumari, D. (2010) Violence Law and Women's Rights in South Asia. New Delhi: Axis Publications.
- Lakkarju, Jayasree. (2008) Women Prisoners in Custody. New Delhi: Kaveri Books.
- Mishra, Reena. (2009) The Institution of Sati in India. Delhi: Abhijeet Publications.
- Violence Against Women - Sage Publication. Journal of Marriage and Family
- Bhargavi Davar. Mental Health from a Gender Perspective. SAGE Publications. 2001
- Bhargavi Davar. Mental Health of Indian Women. SAGE Publications, 1999
- Richard Nelson-Jones. Basic Counselling Skills: A Helper's Manual. Sage. 2016
- C. Beere (1979). "Women and Women's issues – A Handbook of tests and measures". Jossybor.
- Lenin. (1985). "Women and Mental Health". Press, New York.
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- R. Frager, & J. Fadiman, (2007). "Personality and Personal growth". 6th Edn. Pearson Prentice Hall, India.
- Geldard, Kathryn & Geldard, David. (2003). "Counseling Children: A Practical Introduction". Sage Publications
- Website: <https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=bJ9NR1aLymilUwtofBcNiw==>
- Website: <https://egyankosh.ac.in/simple-search?query=gender>


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Semester III. Co-Curricular

Paper Name : Practice of Meditation (Dhyan)

Objectives:

Following the completion of the course, students shall be able:-

1. To know about the Magic of Meditation
2. To know about the Necessity of Concentration and Meditation.
3. To know the types and Techniques of Various Methods of Meditation.

Unit-I: Concepts of Meditation:

Meditation:- Meaning, Definition and Types. Aims and Objectives, Essentials and Precautions.

Unit-II: Effects of Meditation:

Physiology of Meditation, Effects and Benefits of Different Meditations, Spiritual Aspects of Meditation, Relationship between Body, Mind and Soul.

Practical Portion:

Traditional Yogic Meditation:

Pranav Dhyan, Soham Dhyan, Sthool Dhyan, Sukshma Dhyan, Antardhyan.

Meditation in Jainism

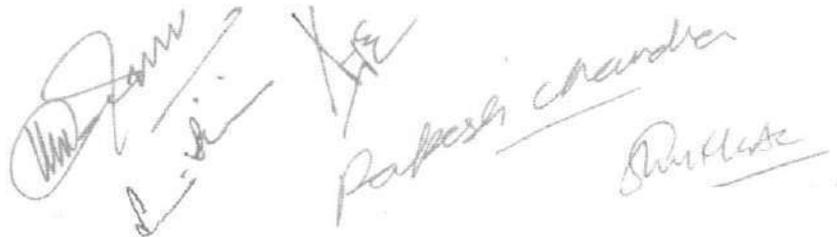
Preksha Meditation.

Maharshi Mahesh Yogi

Transcendental Meditation.

Reference Books:

1. Iyengar, B.K.S.- The Path to Holistic Health, A Darling Kinderley Book, Great Britain, 2001.
2. Acharya Mahapragya- Preksha Dhyan, Jain Vishwa Bharti Prakashan, Ladnun, Rajasthan.
3. Rishi Anand-Patanjali Yogasutra, Yoga Deptt., Ghantali Mandal, Thane, Mumbai, India, 1998.
4. Yogi Mahesh- Since of Being and Art of Living. Transcendental Meditation, 2016.

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~~2021~~ Semester-III

Co-Curricular Course

~~08/09/2022~~

Literary genres and classical Persian Poets

Credit. 04

Course outcome:

After completing this course the students will be able to:

- Understand the most popular Genres of Persian Poetry and Poets related to it.
- Know the moral and ethical values.
- Understand the Historical & Cultural aspects of Iran & India.
- Develop the spirit of patriotism.

Unit-I: Introduction to Firdousi and Shahnama.

Unit-II: Introduction to Ghazal and Hafiz.

Unit-III: Introduction to Qasida and Khaquani.

Unit-IV: Introduction to Rubayee and Khayyam.

Books Prescribed:

1. Anwa-e- Adabi By Sirus Shamisa
2. Shahmana By Firdaousi
3. Qasid-e-Khaquani
4. Rubayaat-e-Khayyam
5. Tarikh-e-Adabiyate Iran By Raza Zada Shafaq
6. Asnaf-e-Sukhan wa Mashaheer-e-Shoraye Farsi By Hamid Ali Khan

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Semester -II)

Co-curricular)

Credit 4

Introductory Arabic

UNIT- I

Arabic Alphabets, Sun & Moon Letters, Vowels, Parts of Speech, Nominal Sentences

UNIT- II

Noun, Pronoun, Verb, Adjective, Adjectival Compound, Construct state

UNIT- III

Number (Singular, Dual & Plural), Gender, Arabic Numerals (1 to 100)

UNIT- IV

Nominal Sentences, Greetings and Excuses

Books Recommended:

- S. Asghar Rahman: Teach Yourself Arabic

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Dept. of Arabic
University of Lucknow

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Semester 3

CC2: Interview Preparation & Planning

Total Sessions: 40

Course outcome: The purpose of this course is to inculcate sense of preparedness, confidence building, create general knowledge and awareness regarding **Interview Preparation & Planning** among under graduate students.

Unit I:

Communication skill, body language, verbal and non verbal, diction and accent, business writing skills.

Unit II:

Time management, Stress management, General knowledge and general awareness, goal setting, non-ethnocentrism.

Unit III:

Dressing up, grooming, CV writing skill and session on how to avoid typos, howlers, boast and bravado, making it to the point and no nonsense working document to highlight true strength and competence.

Unit IV:

Corporate etiquettes, cross cultural communications, netiquettes, Mock Interview, Group Discussion sessions.

References:

1. Chakravarti, Dr T Kalyana; Chakravarthi, Dr T Latha; 2011, Biztantra.
2. Verma, Shalini, 2009, Soft Skill for the BPO sector, Pearson.

Organisational Leadership

Unit-I

Organization & Motivation : Organisation as a Social System; Motivation and Reward System : Types of Rewards/ Incentive System.

Unit-II

Administrative Leadership: Meaning , Importance and Type of Leadership Style

Unit-III

Informal Organisation: Meaning, Nature, and Significance, Informal Leadership,

Unit-IV

Performance Appraisal: Meaning, Importance and Techniques of Performance Appraisal; Work Stress: Sources and Impact, Stress Management.

Books Recommendation

- 1) Stephen P. Robins, Organisational Behavior, PHI Learning / Pearson Education, 11th edition, 2008.
- 2) Fred Luthans, Organisational Behavior, McGraw Hill, 11th Edition, 2001.
- 3) Schermerhorn, Hunt and Osborn, Organisational behavior, John Wiley, 9th Edition, 2008.
- 4) Udai Pareek, Understanding Organisational Behaviour, 2nd Edition, Oxford Higher Education, 2004.
- 5) Mc Shane & Von Glinov, Organisational Behaviour, 4th Edition, Tata Mc Graw Hill, 2007.
- 6) Hellrigal, Slocum and Woodman, Organisational Behavior, Cengage Learning, 11th Edition 2007.
- 7) Ivancevich, Konopaske & Maheson, Organisational Behaviour & Management, 7th edition, Tata McGraw Hill, 2008