

UNIVERSITY OF DELHI

CNC-1/201/1(27)/2022-23/15

Dated: 26.08.2022

NOTIFICATION

Sub: Amendment to Ordinance V

[E.C Resolution No. 18-1-20 dated 28.08.2022]

Following addition is made to Appendix-B(A) to the Ordinance V (2-A) of the University of Delhi:

Add the following:

**VALUE ADDITION COURSES (VACs)
UNDER
UGCP-2022**

**LISTED UNDER APPENDIX-A TO THE ORDINANCE V (2-A) OF THE
ORDINANCES OF THE UNIVERSITY
(With Effect From Academic Year 2022-23)**

In pursuance of the objectives outlined in the National Education Policy 2020, the Value Addition Courses (VACs) seek to fulfil the mandate of providing holistic education to the students. As the NEP elucidates, "the purpose of the education system is to develop good human beings capable of personal thought and action, promoting compassion and empathy, courage and resilience, scientific temper and creative imagination, with sound ethical moorings and values." The Value Addition Courses will introduce students to the rich heritage of the nation as well as to important social concerns of the current times, helping them to make connections between what they learn and how they live.

The courses have a sound theoretical base as well as appropriate focus on components. At the same time, they clarify set and committed and attainable Learning Outcomes. Knowledge, in essence, being integrated, these courses are essentially multidisciplinary in nature.

Designed to ignite the intellectual curiosity of the learners, the Value Addition courses will inspire and guide them in their journey of personal and professional development making them thoughtful, well-rounded, and oriented individuals, with a sense of service and responsibility towards the Nation.

A student who pursues any undergraduate programme in the University and its Colleges is offered a pool of Value Addition Courses, from which he has to choose one to study in the first Semester. A list of such courses as passed by the Executive Council in its meeting dated 18.08.2022 is as below:

SL.NO.	COURSE TITLE	TOTAL CREDITS: 2
1	Ayurveda and Nutrition	
2	Constitutional Values and Fundamental Duties	
3	Culture and Communication	
4	Digital Empowerment	
5	Emotional Intelligence	
6	Ethics and Culture	
7	Ethics and Values in Ancient Indian Traditions	
8	Financial Literacy	
9	Fit India	
10	Gandhi and Education	
11	Language and Literature	
12	National Cadet Corps-I	
13	Panchānsha: Holistic Development of Personality	
14	Reading Indian Fiction in English	
15	Science and Society	
16	Social and Emotional Learning	
17	Sports for Life-I	
18	Swachh Bharat	
19	The Art of Being Happy	
20	Veda: Mathematics-I	
21	Yoga: Philosophy and Practice	
22	भारतीय सभ्यता - परम्परा और मानव मूल्य	
23	साहित्य संस्कृति और सिनेमा	
24	सृष्ट्यात्मक विश्व के अध्ययन	

VAC 1: AYURVEDA AND NUTRITION

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit Distribution of the course			Eligible criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Ayurveda and Nutrition	02	3	0	1	Pass in Class 12 th	Nil

Learning Objectives

The Learning Objectives of the course are:

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

Learning outcomes

The Learning outcomes of the Course are:

- Awareness of traditional food cultures of India
- Evaluate changing food patterns and lifestyle over the years
- Understand Indian Knowledge Systems (IKS) and key Vedic principles with respect to Food and Nutrition
- Apply basic tenets of traditional diets for health and disease
- Prepare selected healthy recipes based on Ayurvedic principles

SYLLABUS OF AYURVEDA AND NUTRITION

UNIT – I Introduction to Ayurvedic Nutrition

(4 Weeks)

- Ayurveda and Indian food cultures
- Nutrition and lifestyle transition over the years
- Regional Food Traditions of India



UNIT – II Basic principles of Food and Nutrition and Ayurveda (6 Weeks)

- Understanding rich sources of nutrients
- Concept of Doshas & assessment
- Ayurvedic Principles of food habits and factors determining quality of food (Ahara vidhi visheshayata)
- FSSAI regulations on Ayurvedic Aahar

UNIT – III Ayurvedic Diets (5 Weeks)

- Principles of Diet: Aharavidhi vidhan, Sattvic, Rajas, Tamasic foods
- Incompatible food (Viruddha Ahara), Pathya; Apathya; Viprita Ahaar
- Lifestyle Management with Dincharya and Ritucharya
- Application of Ayurvedic diets to stress linked food behaviour

Practical component (If any) – (15 Weeks)

- Visit your local market and classify the available food items according to Sattvic, Rajasi, Tamasic foods
- Conduct a survey of 10-15 households in your locality:
 - i. to study food behaviour and analyse them in light of Ayurvedic dietary principles of Sattvic, Rajasi, Tamasic
 - ii. to study the food consumption patterns and intake of incompatible food: Viruddha Ahara, Pathya; Apathya; Viprita Ahaar
 - iii To know about their adopted lifestyle Dincharya and Ritucharya
- Students are required to visit available e-resources of University of Delhi, Ministry of Ayush with regard to Ayurveda and Nutrition.
- If required, students can share their experiences in the form of a Project Report.
- The students may share their experiences in the form of audio-visual presentations of 15-30 minutes.
- Any other Practical/Practice as decided from time to time

Essential Readings

- Rastogi S (2014) *Ayurvedic Science of Food and Nutrition*. ASIN: B00HWMV094, Springer: ISBN-13-978-1461496274
- Rastogi S (2010) Building bridges between Ayurveda and modern science. *Int J Ayurveda Res.* 1(1):41-46.
- FSSAI regulations on Ayurveda Aahar Regulations 2022. Gazette of India CG-DL-E-07052022-235642. New Delhi, Friday, May 6, 2022/ Vaisakha 16, 1944.
- Frawley D (2012) *Ayurvedic healing: A comprehensive guide*. Lotus Press, India.
- <https://iksindia.org/>: Indian Knowledge Systems

Suggested Readings:

- Charaka Samhita, Charaka (1998) In: Tripathi BN (ed) Sutra Stahan Maharashtra Adhyay, Chaukhamba Orientalia, Varanasi.
- Kapoor Kapil & Singh AK Indian Knowledge Systems Volume – 1, Indian Institute of Advanced Study Shimla, Published by DK Printworld (P) Ltd, N. Delhi.
<https://www.iiainiv.ac.in>.

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time



VAC-1: CONSTITUTIONAL VALUES AND FUNDAMENTAL DUTIES

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/ Project		
Constitutional Values And Fundamental Duties	02	1	0	1	Pass in Class 12 th	Nil

Learning Objectives

The Learning Objectives of this course are as follows:

- Equip students with knowledge and relevance of the Constitution.
- Develop awareness about Duties and Values.
- Incubate a sense of Constitutionalism in thought and action.

Learning outcomes

The Learning Outcomes of this course are as follows:

- Understand the Constitution and its relevance.
- Appreciate the values and goals embedded in the Constitution.
- Recognise the importance of Fundamental Duties enshrined in the Constitution.
- Apply the spirit of fundamental values and duties in everyday national life.

SYLLABUS OF CONSTITUTIONAL VALUES AND FUNDAMENTAL DUTIES**UNIT – I: The Constitution of India – An Introduction [5 Weeks]**

- Federal Republic, Rule of Law, Separation of Powers
- Sovereignty, Socialism, Democracy
- Socialism and Sarva Dharma Sama Bhava

UNIT – II: Constitutional Values [5 Weeks]

- Justice: Social, Political, Economic

- Liberty: Thought, Expression, Belief, Faith, Worship
- Equality: Equality before law & equal application of laws
- Fraternity, Dignity, Unity and Integrity

UNIT – III: Fundamental Duties

(5 Weeks)

- Reflecting on the ancient Indian notions of righteousness and duty-consciousness
- Fundamental Duties- Article 51A (a) - (k)
- Legal status of Fundamental Duties - Judicial approach

Practical component (If any) –

(15 Weeks)

- Reflections on some of the constitutional values/ fundamental duties and its contemporary relevance in day-to-day national life through group-discussion and projects
- Conduct workshops to create awareness on the Fundamental Duties and Values.
- Students are required to conduct a survey (minimum 25 respondents) on assessing the awareness of the constitutional duties amongst the citizens.
- Students may share their experiences on Fundamental Duties and Values in the form of a Project Report
- Any other Practical/Project as decided from time to time

Essential/recommended readings

- Preamble to the Constitution of India, 1950.
- The Constitution of India, Articles - 14, 15, 21.
- The Constitution of India, Fundamental Duties [Ar. 51A (a) - (k)]

Suggested readings

- Chitaji Das Basu, et al., Introduction to the Constitution of India (EastWest, 26th edn, 2022).
- Lata Seth, We, the Children of India: The Preamble to Our Constitution (New Delhi, Puffin Books, Penguin Books India, 2018).
- Mahendra Pal Singh, V.K. Sharma's Constitution of India, (Eastern Book Company, Lucknow, 11th revised edn, 2017).
- B.N. Sanjay Selected Speeches, (Prasar Bharati, New Delhi) 2019] available at: <https://prasarbharati.gov.in/whatsonofwhatsonom: 651263.pdf>

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time

Credit distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credits	Credit-distribution of the course			Eligible entry	The position of the course
		Lecture	Tutorial	Practical/ Practice		
Culture and Communication	03	L: 2	T: 1	P: 1	Pass of Class 12 th	III

Learning Objectives

The Learning Objectives of this course are as follows:

- 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 select, interact and celebrate our diversity and pluricultural culture.
- To develop communication skills in speaking, listening, reading and writing and apply them in our everyday life as young citizens of contemporary India.
- To integrate ethical values and life skills.

Learning outcomes

The Learning Outcomes of this course are as follows:

- Students will be able to appreciate the relevance of ancient Indian wisdom and moral/ethical values in our contemporary life.
- Students will be able to engage in a dialogue between the past and the present and indicate the best practices towards a meaningful life.
- Students will be encouraged to involve themselves in team work and group activities to address challenges faced in metropolitan cities.
- Students will be able to develop communication skills, that is, analytical reading, empathetic listening, confident 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.
- Students will be encouraged to envisage and work towards an ethically robust society and thereby strengthen the nation.

SYLLABUS OF CULTURE AND COMMUNICATION

UNIT – I: Ethical Values from Indian Cultural Heritage

[7 Weeks]

- Vasudhaiva Kutumbakam
- United We Stand, Divided We Fall
- Shri Bhagat Shreeji Bhagat

UNIT – II: Developing Life Skills

[4 Weeks]

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

UNIT – III: Effective Communication in Everyday Life

[2 Weeks]

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

Practical component (if any) –

[25 Weeks]

- 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 skills 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 neighbouring houses to assess the nature and quality of negotiating inter-cultural diversity and plural traditions.
- Students would be assigned visits to old age homes, hospices, cancer wards, etc. to know 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 audio 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.



Essential/recommended readings

- Ramenujan, A. E. 'A Flowering Tree', Cultural Diversity, Linguistic Plurality & Literary Traditions in India. Department of English, OUP, 2015. pp 125-138
- Halcar, A. N. D. 'Chanakya Niti Shastra', Chanakya Niti, India, Penguin Random House India Private Limited, 2020.
- Chakravet, S.P. English and Soft Skills. Orient Black Swan, 2010.
- Murthy, Sudha. 'The Nobel Prize', Wise & Otherwise. India, Penguin Random House India Private Limited, 2006.
- Murthy, Sudha. 'How to Beat the Boys', Three Thousand Sketches: Ordinary People, Extraordinary Lives'. Penguin Books, 2017.
- Soyinka, Wole. 'Telephone Conversations', The Individual and Society, Department of English, Pearson Education, 2006. pp 122-23
- Bhasodi, Hira. 'Bosom Friend', The Individual and Society, Department of English, Pearson Education, 2006. pp 49-50

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.



VAC 1: DIGITAL EMPOWERMENT

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-Requisites of the course
		Lecture	Tutorial	Practical/ Practice		
Digital Empowerment	03	1	0	1	Pass in Class 12 th	Nil

Learning Objectives

The Learning Objectives of this course are as follows:

- Understand the digital world and need for digital empowerment
- Create awareness about Digital India.
- Explore, communicate and collaborate in cyberspace.
- Building awareness on cyber safety and security.

Learning outcomes

The Learning Outcomes of this course are as follows:

- Use ICT and digital services in daily life.
- Develop skills to communicate and collaborate in cyberspace using social platforms, teaching/learning tools.
- Understand the significance of security and privacy in the digital world.
- Evaluate ethical issues in the cyber world.

SYLLABUS OF DIGITAL EMPOWERMENT

UNIT - 1 Digital Inclusion and Digital Empowerment

(3 Weeks)

- Needs and challenges
- Vision of Digital India: Digital, e-Hospital, e-Panchayat, Digital, e-Kranti (Electronic Delivery of Services), e-health Campaign
- Public utility portals of Govt. of India such as RTI, Health, Finance, Income Tax filing, Education



UNIT – II : Communication and Collaboration in the Cyberspace **(4 Weeks)**

- Electronic Communication: eElectronic mail, blogs, social media
- Collaborative Digital platforms
- Tools/platforms for online learning
- Collaboration using file sharing, messaging, video conferencing

UNIT – III : Towards Safe and Secure Cyberspace **(4 Weeks)**

- Online security and privacy
- Threats in the digital world: Data breach and Cyber Attacks
- Blockchain Technology
- Security initiatives by the Govt of India

UNIT – IV : Ethical Issues in Digital World **(2 Weeks)**

- Intellectual Property
- Ethics in digital communication
- Ethics in Cybercrime

Practical component (if any) **(15 Weeks)**

- The course should be conducted in an interactive mode through demonstrations, using appropriate tools.
- Conduct workshops on e-services targeted under Digital India.
- Spread digital literacy/awareness amongst the vulnerable groups and marginalised sections of the society like street vendors, domestic help, security guards, senior citizens.
- Students will take up team activities/projects exploring digital services in the areas such as education, health, planning, farming, security, cyber security, financial inclusion, and justice, e-Kranti.
- Any other Practical/Practice as Decided from time to time.

Essential Readings /Online Resources

- Rodney Jones and Christoph Hafner: "Understanding digital Divides: A practical introduction". Routledge Books, 2nd edition, 2021.

- <https://www.digitalindia.gov.in>
- <https://www.digilocker.gov.in>
- <https://www.cybercrime.gov.in>
- <https://www.cybersafeindia.in>
- <https://www.meity.gov.in/cyber-surakshit-bharat-programme>

Suggested Readings

- David Sutton. "Cyber security: A practitioner's guide", BCS Learning & Development Limited, UK, 2017.
- <https://www.mha.gov.in/document/downloads/cyber-safety-handbook>

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time



VAC I: EMOTIONAL INTELLIGENCE**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		
Emotional Intelligence	02	1	0	1	Pass in Class 12 th	NIL

Learning Objectives

The Learning Objectives of the course are:

- 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 outcomes

The Learning Outcomes of the course are

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

SYLLABUS OF EMOTIONAL INTELLIGENCE**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.

UNIT – III Social Competence

(3 Weeks)

- Social Awareness: Other's 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 teach 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

Essential/recommended readings

- Bai-On, R., & Parker, J.O.A. (Eds.) (2003). *The handbook of emotional intelligence*. San Francisco, California: Jossey-Bass.
- Goleman, D. (2005). *Emotional intelligence*. New York: Bantam Book.
- Sternberg, R. J. (Ed.). (2000). *Handbook of intelligence*. Cambridge University Press

Suggested Readings

- IHR'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.

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time



VAC 1: ETHICS AND CULTURE**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 practises
- 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 OF ETHICS AND CULTURE**UNIT – I Introduction - The Basis of Ethics****(3 Weeks)**

- 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 (4 Weeks)

- 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 (4 Weeks)

- 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 (4 Weeks)

- 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

Practical component (if any) – (15 Weeks)

Unit 1

1. The teacher may ask students to introduce themselves, sharing their regional and cultural roots. They may be asked to reflect on those aspects of their identities that reflect their cultural roots.
2. After a round of initial introduction, the teacher may ask students to list down a set of values that they think they have developed through their parents and grandparents. Are these values unique to their families, regional and/or ethnic backgrounds? Of these, which are the values they would like to sustain and which are the ones they would wish to modify?
3. The teacher may draw upon the values discussed by students in the previous lesson. Using these as the base, the teacher may ask students to think of ethical values that form the basis of their decisions.

4. The teacher may ask students to think of people who they think have lived an "ethical life". These may be people who they know from their personal lives or people known for sustaining ethical values in the face of adversity.
5. Students are encouraged to identify what common human values are necessary to sustain shared common humanity—the feeling of interconnectedness/interdependence.
6. Class to be divided in small groups to discuss how each would make an effort to cultivate these moral/ethical values for attainment of their final purpose(s).
7. Generating "Strong and Caring" based on, respect diversity can be encouraged.
8. Engage students to do activities of 'living in the shoes of others' (poets, painters, singers, social help/counselors in very local community grappling with problems) to understand the positions empathetically.
9. The students can be asked to make documentaries/clips to present their views about values pertaining to empathy versus sympathy, need versus gift, just versus unjust or compassion versus sympathy.
10. Discussion is about cultivation of it as a daily value as students can do small groups undertake cooperative based activities of writing after dinner, walk, read, share, discuss, discuss, write, create/prepare etc. and share their thoughts in the class.

Met 2

1. Make the student think of a hard decision they have made. What made it hard? How did you make the decision? How do you assess it retrospectively?
2. Encourage students to think of judgments and decisions based on the dilemma and challenges they faced? How do they go about making these choices?
3. The teacher may introduce any well known story and ask the students to discuss the story from the point of view of one of the different characters.
4. Ask students how willing they are to deal with a conflict when it arises. What strategies do they want to resolve the conflict?
5. The teacher may ask students to prepare papers with captions like "avoidance", "negotiation", "negotiation" and "arbitration" and then may ask students to identify with one of these styles which according to them best represents their style of dealing with conflicts.
6. The students may be asked to discuss different such simple situations that they may have encountered and a discussion may be initiated on how they tackle these conflicts.
7. The students can be asked to write down certain destructive emotions that they are experiencing presently. How would they seek to make this nondestructive? A classroom discussion could follow around this.

8. Ask the students to give down a list of constructive emotions experienced by their parents. Were the constructive emotions less powerful as compared to the destructive ones experienced by them? Discussion to class can follow.
9. How do you like yourself? (i) handle anger, (ii) anger, (iii) stress/ tension / any destructive emotion can be taken up. A healthy discussion in the class can take place around this.
10. Students may be asked to practice a simple breathing exercise. They can sit straight with their knees or closed in a comfortable position to join abhyasa diya breathing. They can repeat the exercise six or eight times and share if they like their experience of silence.
11. To identify your interests and develop a meaningful hobby.
12. How do you concentrate in the class about learning?

Unit 3

1. The students could observe various emotions that settle-up in their minds and be asked to watch the flow of emotions non-judgmentally.
2. Students may be asked to recall their journey to the college that evening. Do they remember road signs, faces of people they passed, the roads that they took, the people they interacted with, the sights and sounds around them or anything else?
3. Students could be asked to cultivate the habit of simply greeting as a gesture of gratitude and celebrate a day of joyful giving.
4. The students can close their eyes for 4-5 minutes and be asked to observe their thoughts, let them all categorise them into 'to be kept' or 'to let go'.
5. The teacher may ask students to close their eyes and imagine a situation in which they are truly happy. Students could wait for the well-being of two patients in the same classroom in their meditative state.
6. Students could meditate on who has been their inspirations and the qualities of the people who has inspired them but their success preclude in the process concerned.
7. The teacher may ask the students to think retrospectively about what they thought they would take up as a goal after they were younger, how and why their choices were influenced and changed, if at all.
8. The teacher may ask the students to imagine and share a journey and dedication for themselves. They may also talk about the obstacles they face.
9. The teacher may encourage the students to maintain a daily diary of their activities of one or a working and see how much time they effectively give to their work. The teacher may help the students identify the distractions and where time may be 'wasting' time and energy. The activity is designed to help students understand the value of effective time utilization.

10. In this lesson, the teacher may ask the students to draw up a list of their ethics. They may build this based on their experiences of working with each other in groups.
11. The teacher may ask the students to (write as well as) each write what they felt proud of/ done to complete some work. How did they deal with their stress and necessity of work?

QUIZ

1. Students will be asked to work in pairs and identify situations that pose ethical dilemmas and how to resolve them.
2. Students may be asked to look at a film or an advertisement and discuss what they think about the question(s) posed in them. The teacher may ask them if they can think of an alternative ethical approach to the problem posed.
3. Students will be asked to think of situations in which they put their comfort from they ever felt that in a bit of confusion they said something that they regretted now? If they had passed to know and then realised, what would the other person have said? How would the outcome of the situation have been different?
4. A debate on any relevant topic may be conducted in the class. After the first round the students may be asked to edit and argue their opponents point of view. At the end of the exercise the students can have an open discussion on which position finally appeared to them.
5. The teacher may give a short story to the students and ask them to change the ending. They may be asked to discuss how characters and their views may have undergone change in the process.
6. There can be a discussion around a topic such as; the size of original portfolios, mathematics etc. Students can be given a sheet of paper and can be asked to write for or against the topic. The goal is to enable them to understand that the positions they have taken vis-à-vis the theme are a result of different value orientations.
7. Popular films from many parts of India can be discussed. Their origins can be traced to every kind of local letters.
8. The teacher on the basis of discussions with students can draw from Philosophy, Religion, Literature, Theatre, Drama, and Media to highlight that the chosen people/creators must be grounded in their culture.
9. The students can discuss traditional/folk dances that are performed in their respective groups. Details can be drawn based on the number of dancers, music (live or recorded), and costumes, etc. The role of local traditions and practices in highlighting the importance of ethics in our everyday lives can be discussed.



Suggested Activities for Outreach, Social/ Community Engagement and Service

In the weeks that follow, students will be expected to engage in various activities that shall enable them to put into practice some of the ethical considerations deliberated upon and justified in the previous modules. A list of suggested outreach activities is as follows:

- Adopt a village with the aim of cultural and ethical learning
- Discussing health and hygiene issues in a community
- Tutoring students
- Gender sensitisation
- Working on environmental issues
- Working with Child Care Centres such as *Bhagawati and Balwadi*
- Working with differently-abled students
- Preserving cultural and heritage sites
- Spending time with senior citizens including in a Senior Citizens Home
- Extending care to animals in animal welfare shelters
- Addressing issues relating to Reproductive Health
- Sensitising awareness about adolescent health
- Addressing issues relating to mental health
- Health and nutrition awareness
- Swachhata Abhiyan
- Sensitisation towards disease environment
- Vrikshayagan
- If required, students can share their experiences in the form of a Project Report.
- Any other Practical/Practice as decided from time to time

Suggested Readings:

- Aristotle. *Nicomachean Ethics*, 10th edn. Penguin Classics, 2004
- Swami Vivekananda. *The Complete Works of Swami Vivekananda*. Adhyatma Ashrama, 2018.
—https://www.sanskritprajna.org/works/vivekananda/complete_works.html
- *Panch Parashayi* in English translation as *The Holy Parashayi* by Munchi, Frenchand
- *The Old Man* by George Eliot
- *We are Seven* by Wordsworth
- *The Chimney Sweeper* by William Blake

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time



VAC 1: ETHICS AND VALUES IN ANCIENT INDIAN TRADITIONS

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credit	Credit distribution of the course			Eligibility criteria	Pre-requisites of the course
		Lecture	Tutorial	Practical/ Practice		
Ethics and Values in Ancient Indian Traditions	02	1	0	1	Pass in Class 12 th	Nil

Learning Objectives

The Learning Objectives of this course are as follows:

- To understand the rich cultural traditions relating to discourses on life and its purpose, including of values relating to ethical and moral propriety.
- To make students more engaged with the past traditions of the country.
- To introduce students to early epical Puranic, Buddhist and other traditions.

Learning outcomes

The Learning Outcomes of this course are as follows:

- Students will develop an overview of indigenous philosophies.
- Understanding the richness of Indian heritage leading to greater sensitivity.
- Inspiration from history to deal with contemporary issues.
- Appreciate the traditions of diversity, discussions, debates and knowledge transmission.

SYLLABUS OF ETHICS AND VALUES IN ANCIENT INDIAN TRADITIONS**UNIT – I The Idea of India and Bharat****(5 Weeks)**

- 'Jambudvīpa', 'Aryavarta', 'Bharat', India
- Early discourse on moral order- rta in Vedic traditions
- Debates in the Upanishads and the Shramanic traditions

UNIT – II: State, Society and Dharma**(5 Weeks)**

- Kingfisher and Society: Dharma, Neeti and Danda
- Rashtra, Samraj and Making of socio-cultural values

UNIT – III: The 'Purpose of Life' in Texts**(3 Weeks)**

- 'Right Conduct': Bhishat, Jaina and Shaivite Traditions
- Rishi-the Chaturvya: Dharma, Artha, Karma and Moksha
- Assimilation and Assertion: Ethical Issues in Epic and Puranic traditions

Practical component (P work) –**(15 Weeks)**

- Discuss in your locality, in 10-15 households with regard to ethics and Values in Indian traditions:
 - Vedic traditions
 - Purāṇic Chaturvya
 - Bhishat; Jaina and Shaivite Traditions
 - Jambudvīp; Aryavarta; Bharat; India
- Students are required to explore e-resources available with University of Delhi and academic institutions
- Students are required to watch documentaries and films on the subject related topics.
- If required, students can share their experiences in the form of a Project Report.
- Student(s) may share their experiences in the form of audio-visual presentations of 15-30 minutes.
- Any other Practical/Practice as decided from time to time

Essential/recommended reading:

- Buitenen, J.A.B. Var. The Bhagwadgita in the Mahabharata: Text and Translation. Chicago: Chicago University Press, 1983. Bhagwadgita by Gosta Friss Gostamer
- Bhatnagar, K.; Wonder that was India: A Survey of the Culture of the Indian Subcontinent Before the Coming of the Muslims. London, Tilgottk and Jackson, 1954
- Dasgupta, S. N. History of Indian Philosophy. Cambridge University Press, 1923, Vol. I-2.
- Hirahara, Ar. Rethinking the Mahabharata: A Reader's Guide to the Education of the Dharmaraj. Chicago: Chicago University Press, 2003.
- Kane, P.V. History of Dharmashastra (Ancient and Medieval Religion and Civil Law), vol. II, part 1-2, vol. II, 119 ed. Pune: Shriharar Oriental Research Institute 1942, 1962.

- Olivelle, Patric. KHG. *Governance, and Law in Ancient India: Kautilya's Arthashastra*. Oxford: Oxford University Press, 2013.
- Sharma, Arvind. 'On Hindu, Hindustan, Hindulim and Hindutva'. *Narasi*, 48(1), 2002, p. 1-16.

Suggested readings

- Olivelle, Patric. (text and trans.) *Mau's Code of Law: A Critical Edition and Translation of the Manava-Dharmasutra*. New Delhi: Oxford University Press, 2006.
- Rocher, Jatin. 'The Concept of Boundaries in Classical India', in Peter Goffin and David Litz (eds.), *The Countries of South Asia: Boundaries, Extensions, and Interrelations*.
- Philadelphia: University of Pennsylvania, Department of South Asia Regional Studies (Proceedings of The South Asia Seminar, III, 1982-1983), 1984, p. 5-10
- Sukthankar, V.S., S.K. Behlkar, and P.L. Vaidya (ed.) *The Mahabharata: Poona Bhaskarika Oriental Research Institute, 1933-85.*
- Tripathi, Kothavallabh, ed. *India's Intellectual Traditions: A Revisited Through Sanskrit Sources*. New Delhi: Sahitya Akademi, 2014.

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time



VAC 1: FINANCIAL LITERACY

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		
Financial Literacy	02	1	0	1	Pass in Class 11 th	NIL

Learning Objectives

The learning Objectives of this course are as follows:

- 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 analyse banking and insurance products
- Personal tax planning

SYLLABUS OF FINANCIAL LITERACY

UNIT – I Financial Planning and Financial Products

[3 Weeks]

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

UNIT – II Banking and Digital Payment:

[4 Weeks]

- Banking products and services

- Digitization of financial transactions: Debit Cards (ATM Cards) and Credit Cards, Net banking and UPI digital wallets
- Security and procedures against Fraud schemes and online frauds

UNIT – III: Investment Planning and Management. (4 Weeks)

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

UNIT – IV: Personal Tax (4 Weeks)

- Introduction to basic Tax structure in India for personal taxation
- Elements of Personal tax planning
- Exemptions and deductions for Individuals
- e-filing

Basic terms of the theoretical concepts would be dealt with during practice hours:

Practical component (if any) – (13 Weeks)

- Regular class activities to enhance students' understanding of topics and the application of concepts. The case study method may be followed as a teaching strategy.
- Numerical questions pertaining to each unit, wherever applicable, should be graded.
- For the second unit, students may be assigned a project wherein they can log on to the website of various banks and conduct an in-depth analysis and comparison of various financial products offered.
- For Unit III, a Project related to building a dummy portfolio of stocks and tracking their returns may be given.
- An investment budget may be given to the students to select investment options that maximize the return and minimize the tax implications.
- For the last unit, students may also file a dummy IT return to get hands-on experience with e-filing.
- Students may conduct a financial literacy survey among at least 25 respondents to measure the level of financial literacy and share the findings in their awareness in the form of a report.
- Any other Practical/Practice as decided from time to time

Essential/recommended readings:

- Introduction to Personal Planning (4th Edition 2017) – Indian Institute of Banking



& Finance.

- Sinha, Madhu. Financial Planning: A Ready Reckoner. July 2017, McGraw Hill.

Suggested readings

- Italan, Monika, Lets Talk Money: You've Worked Hard for it, Now Make it Work for You, July 2018 Harper Business.
- Pandit, Amar The Only Financial Planning Book that You Will Ever Need . Network 18 Publications Ltd.

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time

VAC 1: FIT INDIA

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		
Fit India	02	0	0	2	Pass in Class 12 th	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 this 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 (2 hrs) - (15 Weeks)

UNIT – I Participation in Physical Activity (6 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 for 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.
- Meas Body Weight: Body Mass Index (BMI), Waist-Hip Ratio, Waist-Height Ratio (Data of at least 10 persons to be collected)

UNIT – III Nutrition and Fitness

(4 Weeks)

- 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 secretory system

UNIT – IV Sports Physiology and Psychology

(3 Weeks)

- 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
- 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>
- Wenner W.K. Hoeger, Sharon
- A. Hoeger - Fitness and Wellness- Cengage Learning (2014).

Suggested readings

- Charles B. Corbin, Gregory J Welk, William B Corbin, Karen A Welk - Concepts of Fitness And Wellness_ A Comprehensive Lifestyle Approach-McGraw-Hill (2015)
- W.Larry Kenney, Jack H. Wilmore, David L.Costill(2015). Physiology of Sports and Exercise, Second Edition, USA: Human Kinetics.
- Websites of International Sports Federations
- Website of Ministry of Youth Affairs and Sports

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time



VAC 1: GANDHI AND EDUCATION

Credit distribution, Eligibility and Pre-requisite of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility of Time	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Project		
Gandhi and Education	02	1	0	1	Pass in Class 12 th	Nil

Learning Objectives:

The Learning Objectives of the course are:

- Seek inspiration from Gandhi's thoughts on education.
- Analyse Gandhian education philosophy for moral and character development.
- Understand Gandhi's idea on self-reliant education (Swavalambhi Shiksha)
- Relate Gandhi's educational thoughts to NEP 2020

Learning Outcomes:

The Learning Outcomes of the course are:

- Value Gandhian perspective on education
- Appreciate the significance of education in Indian language
- Evaluate the application of Gandhian thoughts in NEP 2020
- Realise the poociples of NEP 2020 in vocational and skill-oriented education.

SYLLABUS OF GANDHI AND EDUCATION

UNIT - I : Gandhi's Philosophy and education

(Weeks: 5)

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



UNIT – II : Gandhi's Experiment in Education**(Weeks: 1)**

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

UNIT – III : Gandhi's Educational Thought on Skill and Vocational Education**(Weeks: 3)**

- Rural development through Skill and Local Based Education
- Skill education in NEP 2020 and Gandhi
- Gandhi's ideas on Self-reliance (Svadeshi Shiksha) and its reflection in contemporary educational policy

Practical component (if any) –**(15 Weeks)**

- Regular visits to Gandhi Museum and library to gain insight on Gandhi
- Excursion to Gandhi Ashrams located in different places like Sevagram, Wardha, Tolaymat, Dharampur etc.
- Workshops/projects in collaboration with Gandhi Bhawan, Gandhi Simli and Dastkar, Gandhi Peace Centre, Ashram based on innovation in village & cottage industry (Kraft, handicrafts, organic farming etc.
- Adoption of one place for Swachha Mission or Skill Education
- If required, students can share their experiences in the form of a Project Report
- Any other Practical/Practice as decided from time to time

Essential/recommended readings

- महात्मा गांधी (1934), इतिहासी विज्ञान, काठमांडू : एन सीएस एनएसए
- गांधी, बी. ए. (1963) गांधी आंदोलन का इतिहास, अमृतसर: आर्य समाज प्रकाशन सोसायटी
- भारतीय समाज गांधी ए. (1969), गीता-प्रेस, अजमेर: डॉ. ए. गांधी, pp- 294-295
- एन. आर. से. प्रकाश, ए. आर. (1994). महात्मा गांधी का विचार, इतिहास, जीवन का वैज्ञानिक दृष्टिकोण
- Anand T, (compiler), ed.) Gandhi, M.K., Our Language Problem (Bombay)
- Bharatiya Vidya Bhawan, I (pp. 53-55)
- TOWARDS NEW EDUCATION written by M. K. Gandhi edited by Bhawan Varanasi

Suggestive readings

- गांधी, मो.क. (2012). सत्य के प्रयोग अथवा आत्मकथा (त्रिवेदी, काशीनाथ, अनुवादक)
अहमदाबाद: नवजीवन प्रकाशन संदिर.
- गांधी, मो.क. (2012). हिंद स्वराज (नयावती, अमृतलाल आम्बरदास, अनुवादक).
अहमदाबाद, नवजीवन प्रकाशन संदिर
- Coomaraswamy, Anand K. (1910). Art and Swadeshi. Munshi Ram Manoharlal
Delhi

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time



VAC II LANGUAGE AND LITERATURE

Credit distribution, Eligibility and Pre-requisites of the Course

Course Title & Code	Credits	Credit Distribution of the course			Eligibility criteria	Prerequisites of the course
		Lecture	Tutorial	Practical/ Project		
Language and Literature	03	1	0	1	Pass in Class 12 th	Nil.

Learning Objectives

The Learning Objectives of the course are as follows:

- To raise awareness among students towards the urgent predicament of Environmental and Ecological crisis and the need for reducing our carbon footprint upon fast depleting, degraded ecological reserves.
- To develop a heightened ecological consciousness among students, leading to more responsible ecological behavior.
- To view environmental concerns as raised through plays, stories and poems.

Learning outcomes

The Learning Outcomes of the course are as follows:

- The course will highlight the urgency of environmental crisis, making Students conscious and aware of the role each one of us plays.
- Students will be trained into environmental sensitivity and responsible ecological behavior.
- Students will be encouraged to respond to incidents of human destruction, deforestation, etc. and realize the need for our urgent intervention.

SYLLABUS OF LANGUAGE AND LITERATURE

UNIT – I Negotiating environmental issues creatively (5 Weeks)

- William Wordsworth: 'In April beneath the scorded thorn'
- Rabindranath Tagore: 'The Waterfall'
- Gieve Patel: 'On Killing a Tree'

UNIT – II Ecocritical literary representations (5 Weeks)

- Mary Oliver: 'Sleeping in the Field'
- T. Al. Ramanasami: 'A Whistling Tree'
- T. Marney Dal: 'Tropical Trees and the Floor'

UNIT - 8: Empathetic explanation and imaginative re-enactments (5 Weeks)

- Arlow (Book's Part 1: Started From The Great Development: Covid-19 and the Creditability)
- Thangarathnam: 'Yamato, You cannot wrap them: Facing earth: An Ecology of Poetry from North-East India'
- Thangarathnam: 'Dal, House, or Oasis of Trees, Colour of Wind from: Facing earth: An Ecology of Poetry from North-East India'

Practical component (if any) -

(15 Weeks)

- Students would undertake field visits to a school or a slum in the neighbourhood or the play area of residential complex to share, record stories, poems and articulate the ideas captured with in the classroom/lecture.
- They shall apply imaginative and creative ways of presenting socially responsible ecological literature through re-enactment of the poem they have studied in the class.
- Creative re-enactment of any play studied by students in the form of a play, to be done individually and/or in a group to create awareness regarding environmental consciousness.
- They can also collectively organize a tree plantation drive in and around the college campus and about a valley such as the college premises and in their neighbourhood to take care of.
- Any other practical projects as directed from time to time

Essential/recommended readings

- Arlow, Duvalde, and Ahmed Elot: 'Telling: Chronicle and Nature: World Vegetation, Cambridge Scholars Publishing, 2022.
- Sheela Vaidya: 'Development, Ecology and Survival', *Shaping India: Women Ecology and Development*, vol. 3rd Issue, 2006, pp. 1-14.
- Cyl: 34th, Pringle & Chapter 2, *World Wonders: What makes them and how*, Source Press, 2023.
- Sarah, Arav, *Encyclopedia of World English*, Taylor & Francis, 2015.
- Winkler, Peter: 'The Indian Life of Trees: What This Field, How They Communicate—Discovers How a Secret World', *India: People*, Source Press, 2023.

Examination scheme and mode: Subject to directions from the Examinations Board/University of Delhi from time to time

VACE NATIONAL CADET CORPS I

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/Project		
General Cadet Course I	02	1	0	1	Pass in Class 12 th	Enroll in NCC Course

Learning Objectives

The Learning Objectives of this course are as follows:

- Provide knowledge about the history of NCC, its organization, and members of NCC for their career prospects.
- Indicate applicability and conduct in NCC cadets.
- Provide understanding about different NCC camps and their conducts.
- Provide understanding about the concept of national integration and its importance.
- Provide understanding about the concept of self-awareness and emotional intelligence.
- Provide understanding about the concept of critical & creative thinking.
- Provide understanding about the process of decision making & problem solving.
- Provide understanding about the concept of stress and its functioning.
- Provide understanding about the concept and importance of social system.

Learning outcomes

The Learning Outcomes of this course are as follows:

- Critically think and analyze.
- Understand the basic concepts of NCC.
- Respect the diversity of different Indian cultures.
- Practice togetherness, teamwork and equality in all walks of life.
- Do their own self-analysis and will work out to overcome their weakness for better performance in all aspects of life.

SYLLABUS OF NATIONAL CADET CORPS I

UNIT – I: NCC General	(4 Weeks)
<ul style="list-style-type: none"> • Aims, Objectives and Organization of NCC • Routines for NCC Cadets • Duties of NCC Cadets • NCC Camps: Types and Conduct 	
UNIT – II National Integration	(4 Weeks)
<ul style="list-style-type: none"> • National Integration: Importance and Necessity • Factors Affecting National Integration • Unity in Diversity • Threats to National Security 	
UNIT – III Personality Development	(5 Weeks)
<ul style="list-style-type: none"> • Fitness • Self-Awareness • Empathy • Critical and Creative Thinking • Decision Making and Problem Solving 	
UNIT – IV Social Service and Community Development	(2 Weeks)
<ul style="list-style-type: none"> • Basis of Social Service • Rural Development Programmes • NCC's • Contribution of Youth 	
Practical component (if any) -	(15 Weeks)
<ul style="list-style-type: none"> • Drill • Field Craft & Battle Craft • Map Reading • Weapon Training • Social Service & Community Development • Any other Practical Exercise as decided from time to time 	
Suggested readings:	
<ul style="list-style-type: none"> • D/NCC Cadet's Hand Book - Common Subjects -All Wings (in English) • D/NCC Cadet's Hand Book - Common Subjects -All Wings (in Hindi) • D/NCC Cadet's Hand Book - Specialized Subjects -Army, Navy and Air Wing 	

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

VAU 1: PANCHIKOHA, HOLISTIC DEVELOPMENT OF PERSONALITY**Credit distribution, Eligibility and Pre-requisites of the Course**

Course Title & Code	Credits	Credit distribution of the course			Eligible intake	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Panchikoha: Holistic Development of Personality	02	1	0	1	Pass in Class 12 th	Nil

Learning Objectives

The Learning Objectives of this course are as follows:

- To introduce five koshas – five levels of mind-body complex – Annamaya, Pranamaya, Manomaya, Vignanamaya and Anandmaya Kosha for a holistic development of personality.
- To generate awareness about physical and mental wellbeing through the Indian concept of Panchikoha.
- To develop a positive attitude towards self, family and society amongst students.
- To guide students build persona(l) based on the understanding of Panchikoha.

Learning outcomes

The Learning Outcomes of this course are as follows:

- 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.

SYLLABUS OF HOLISTIC DEVELOPMENT OF PERSONALITY**UNIT – I Elements of Personality****(4 Weeks)**

- PanchaKosha; Introduction
- Five aspects of Human Personality: Annamaya Kosha (Physical

body), Pranamaya Kosha (Vital life force/energy), Manomaya Kosha (Psychological wellness), Vijnanamaya Kosha (Intellect), Anandamaya Kosha (Happiness and Blissfulness)

- Health: Mental and Physical

UNIT – II Anamaya Kosha and Pranamaya Kosha

(4 Weeks)

- Human Body and Pancha Koshas
- Anamaya Kosha: Balanced diet, and asana for healthy body
- Pranamaya Kosha: Development of Me Shiro, Pranayam
- Characterist: Social Etiquettes

UNIT – III Manomaya Kosha and Vijnanamaya Kosha

(4 Weeks)

- Antahkara and its functions
- Pancha Koshas
- Manomaya Kosha (Controlling the Manu (mind))
- Vijnanamaya Kosha: Ability of discretion and decision making

UNIT – IV Anandamaya Kosha and Niyam

(3 Weeks)

- Anandamaya Kosha: Experience of happiness and bliss
- Self-realisation, Nature of Consciousness: Sat-Chit-Ananda

Practical component (if any) –

(15 Weeks)

- Recitation of select verses from Taittiriyaopanisad
- Asana
- Pranayama
- Meditation
- Visit to a Yog shala or meditation centre
- Students are required to watch documentaries and films on the subject-related topics.
- If required, students can share their experiences in the form of a Project Report.
- Any other Practical/Praxis as decided from time to time

Essential Readings

- परमयोग सिद्धि, स्वामी परमहंस योगानन्द, <https://www.irisga.ac.in/परम-उपनिषद्>
- योग सिद्धि, अरवि शंकराचार्य द्वारा सिद्धि, अरविन्द जगज द्वारा अनुवादित.



परीक्षामार्ग प्रकाशन, वाराणसी, 2015

- Vivek Chudamani, Adi Shankaracharya, Swami Turiyananda (Sanskrit and English), Sri Ramakrishna Math, Mysore, 2019
- सप्तो के विंश चोद, श्री. के. एस. जगन्नाथ, जगज्ज्योतिष, 2018
- Yoga The Path to Holistic Health: The Definitive Step-by-step Guide, B.K.S. Iyengar, Dorling Kingsley, London, 2021
- The Sacred Science of Yoga & The Five Koshas, Christopher Sartam, CreateSpace Independent Pub, 2015

Suggested Readings

- Panchakosha: The five sheaths of the human being, Swami Nishchalanand, Kindle edition.
- Upanishads: A Concise Study (An Upanishadic Concordance, taken from 228 Upanishads, G. S. Sodhi (Compiled by) Chokkiamba Vidyabhawan, Varanasi, 2014.
- The Pentagon of Creation: As Expounded in the Upani

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time



VAC 1: READING INDIAN FICTION IN ENGLISH

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		
Reading Indian Fiction in English	02	1	0	1	Pass in Class 12 th	Nil

Learning Objectives

The Learning Objectives of this course are as follows:

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

Learning outcomes

The Learning Outcomes of this course are as follows:

- 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.

SYLLABUS OF READING INDIAN FICTION IN ENGLISH

UNIT – I

(2 Weeks)

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



UNIT – I**(7 Weeks)**

- Bankim Chandra Chattopajay: Anandamath (English translation by Sri Aurobindo and Binodini K Ghosh)
- Points of Discussion:
 - Patriotism and Nationalism
 - The song Vande Mataram
 - Elements of History and Romance
 - Issues of Gender
 - National identity
 - Genre of Text and Feature Film

UNIT – II**(6 Weeks)**

- Chinua Achebe: *Things Fall Apart* (Penguin publication, 1957).
- Points of Discussion:
 - The Story of Particular
 - Violence and Trauma
 - Autobiographical voices in the novel
 - Elements of history, politics and art
 - Personal and Political

Practical component (if any) –**(15 Weeks)**

- Students may be asked to do a dramatic recitation of selected parts of a novel.
- Students may be asked to organize the major events of the plot of a novel through different methods: graphically, making a plot outline or sketching a storyboard.
- Students may be asked to classify each instance of figurative language (simile, metaphor, etc.) and explain its effect on that section of the text.
- Students may share their understanding of any particular aspect of the novel through a brief write up.
- Discuss the portrayal of any major characters of the novel with reference to the central theme of the text.
- Think about and discuss (either fiction in relation to cultural and critical contexts).
- Any other Practical/Practice as decided from time to time.

Essential/recommended readings

- Bankim Chandra Chattopajay: Anandamath (English translation by Sri Aurobindo and Binodini K. Ghosh)



- Chaman Nahal: Azadi. Houghton Mifflin publication, 1975
- E. M. Forster: Aspects of the Novel

Suggested Reading:

- Srinivasa Iyengar, K. R. Indian Writing in English. India, Sterling Publishers, 1987.
- 2. Naik, M. K. A History of Indian English Literature. India, SahityaAkademi, 1982.
- 3. Nayar, Pramod K. The Indian Graphic Novel: Nation, History and Critique. India, Taylor & Francis, 2016.
- 4. Gopal, Priyamvada. The Indian English Novel: Nation, History, and Narration. United Kingdom, Oxford University Press, 2009.

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time



VAC / SCIENCE AND SOCIETY

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		
Science and Society	02	1	0	1	Pass in Class 12 th	Nil

Learning Objectives

The Learning Objectives of this course are:

- The primary objective of this course is to instill in students an appreciation for science and a scientific outlook and temper.
- The course further aims to increase awareness about fundamental scientific concepts that play an important role in our daily life using various examples and case studies.
- Pedagogy in this course should largely rely on learning by enquiry, observation, experimentation and group discussion using case studies/examples.
- Efforts should be made to instil an interest in students for science. Students should be encouraged to understand and appreciate scientific concepts and their applications rather than rote-memorising factual information.

Learning outcomes

The Learning Outcomes of this course are:

- This paper is interdisciplinary in nature and would provide students with basic exposure to scientific methods, techniques and developments that have played a significant role in the evolution of human society from ancient to modern times.
- 2. Students would also be made aware of the scientific rationale of technological developments that would enable them to make informed decisions about their potential impact on society.

SYLLABUS OF SCIENCE AND SOCIETY

UNIT I : Science and Technology – from Ancient to Modern Times (12 Weeks)

In this section, students should also be made aware about the contributions of Indian scientists since ancient times and the contributions of women in science.

Syllabus:

- **Philosophy of science; the scientific method; importance of observation, questions and experimental design; rational thinking, myths vs. facts.**
- **Science, Technology and Traditional Inventions:** Suggestive areas include: Water Harvesting Structures and Practices; Construction, architecture and design – use of natural environment; Healthy designs and sustainable Agriculture including domestication of plants and animals.

In this section, students should also be made aware about the contributions of Indian scientists since ancient times and the contributions of women in science.

- **Science and Technology in Modern Times:** Suggestive areas include: Public Health, Sanitation, Hygiene, Physical and Mental Health, Vaccines and Antibiotics, and medicinal resistance; Food Security; Green Revolution; White Revolution; IT Revolution; E-Governance; Clean Energy; Renewable Energy; Space Science and Exploration; Evolution; Energy and Environment.

UNIT II : Scientific Principles, and Concepts in Daily Life (5 Weeks)

Unit Description:

This section aims to encourage appreciation of the scientific method through observation, experimentation, analysis and discussion. Students are required to participate in activities and experiments. A suggestive list is given below.

Syllabus:

Suggested Activities:

- Observing and documenting flora and fauna of College campus.
- Visits to science laboratories in the College or neighbouring College/Institute.
- Visits to science museums, planetarium.
- Visits to biodiversity parks and nature walks.
- Participation in a class science project/initiative.



Suggested Experiments (minimum any four):

- Measuring the height of the college building using a stick.
- Measuring the curvature of earth, using distance and shadow length.
- Isolation of DNA (DNA Spooling)
- Observing translocation and photosynthesis in plants.
- The blood typing game (online)
- Are fruit juices, soap, carbonated drinks acidic or alkaline? (using pH litmus) (developing your own Litmus Test)
- Do plants learn and remember?
- Experiments on how migratory birds find their way. (1000)
- How can a mosquito sit on a water surface or a blade float on water?
- How does a submarine dip or rise in the ocean?
- How and why does the path of the sun in the sky change with the seasons?
- Identification of celestial objects with the naked eye
- Types of clouds
- Science of musical sounds
- Science of splitting of colours from white light: rainbow, CD-sun, prism, oil film.
- James, History and the human eye

Practical/ Practice Component : Please Refer to Unit B.

Essential/recommended readings

- Basu and Khan (2021). *Marching Ahead with Science*. National Book Trust
- Gopulakrishnan (2008) *Inventors who Revolutionised our Lives*. National Book Trust
- Yash Pal and Rahul Pal (2013) *Random Curiosity*. National Book Trust
- Heath Bernigheim, Nicholas Diergaard, and Gregory Fook (****) *Introduction to History and Philosophy of Science*
- John Avery (2005). *Science and Society*, 2nd Edition, W.C. Brown Publishers, Copenhagen.
- Dhawanji (2010). *Impact Science and Technology in the Eighteenth Century*, OP.

Suggested Readings

Section 1. Science and Technology - From Ancient to Modern Times:

Philosophy of science:

<https://bigsciencemuseum.com/being-good-science/what-is-philosophy-of-science-and-its-impact-on-science/>

http://libsys.utoronto.edu/?/10/21st_century_science/terminals/101.html

<https://news.ahimsaramb.com/w/index.php/1/1485/1485920/14: 2.pdf>



Myths vs. facts:

<https://www.sciencemuseum.org.uk/visiting/415-myths-of-the-nature-of-science-history-of-technology/>

<https://www.who.int/teams/information-communication-technology/history-of-technology-earliest-tools-modernage/>

Water harvesting:

<https://worldwatercourse.com/introduction-to-rainwater-harvesting/>
Public Health :

<https://www.zjmcindia.org/article/50749-329/11300114-976/abstract>

<https://study.com/academy/lesson/public-health-in-medicine-differences-similarities.html>

<https://www.dspace.org/ny/vidio-tutorials/public-health-food-security/>

<https://www.issacem.net/news/what-food-security>

Energy:

<https://www.nerf.org/topics/renewable-energy-clean-fuels>

Space Science:

<https://www.isro.gov.in/issocraft/space-science-exploration>

<https://www.isro.gov.in/jsp/ci-11-chandrayaan-2>

<https://www.isro.gov.in/chandrayaan2-home-0>

<https://www.bharatiya.com/science/space-exploration>

Contribution of Indian Scientists & Women Scientists:

<https://www.tifr.res.in/~pubreach/biographies/scientists.pdf>

<https://indiascience.org/media/articles/CSI.pdf>

<https://www.thebetterindia.com/53119/ancient-india-science-technology/>

<https://ocw.mit.edu/courses/8-01sc-physics-for-scientists-and-engineers/8-01sc-student-resources/8-01sc-student-resources/women-in-science-technology/>

Evolution:

<https://www.khanacademy.com/474-controversy-evolution-works.html>

<https://www.biology.org/evolution/origin-of-life/>

Climate change and global warming

<https://etaskillscience.ca/educational-resources/background-information/production/climate-change>



Biodiversity

<https://info.mongabay.com/2020/09/nature-in-peril-as-biodiversity-loss-mount-alarming-stake-the-living-planet-report/>

Genomics and Modern Medicine

<https://www.nature.com/science/article/open-access/genomics-health-care>

<https://www.npr.com/2014/10/11/impact-genomics-40th-medicine-and-health>

<https://www.nature.com/articles/topicpage/pharmacogenomics-and-personalized-medicine-643/>

Genetically modified engineered crops

<https://www.nature.com/articles/topicpage/genetically-modified-crops-mgmo-transgenic-crops-and-732/>

<https://factly.in/explainer/what-is-the-status-of-gm-crops-in-india/>

<https://www.fda.gov/food/agricultural-biotechnology/how-gmo-crops-impactour-world>

Artificial intelligence and Robotics

https://www.csis.edu/mechanical_faculty/williams/htm/POK/lec04th04.pdf

<https://pub1.cs.cmu.edu/15-618/lectures/106/106028.pdf>

Big Data Analytics

https://www.researchgate.net/publication/328783688_Big_Data_and_Big_Data_Analytics_Concepts_Type_and_Technologies

Section 2. Scientific Principles, and Concepts in Daily Life Measuring buildings, earth curvature

<https://www.youtube.com/watch?v=fwd3u22Mg>

<https://www.youtube.com/watch?v=4IRMxONPc>

<https://www.youtube.com/watch?v=7aF4e5u6d>

Isolation of DNA



[https://medscience.com/US-en/articles/home-
in-a-extraction/?clickid=2f42jg478yglT5awLx0Moz3FNu8Rw003p50015cd&utm_
_source=impact&utm_medium=2101352&utm_campaign=Science%20Journal%20for%204
th&utm_content=1](https://medscience.com/US-en/articles/home-
in-a-extraction/?clickid=2f42jg478yglT5awLx0Moz3FNu8Rw003p50015cd&utm_
_source=impact&utm_medium=2101352&utm_campaign=Science%20Journal%20for%204
th&utm_content=1)

Transpiration & Photosynthesis

<https://www.youtube.com/watch?v=J0yit0X79Gp>

<https://www.youtube.com/watch?v=U4czLh4H1k>

<https://www.youtube.com/watch?v=afabWw004E>

Online game on blood typing

[https://educationalgames.naboprix.org/educational/medicine/bloodtypingga
me/games3/1.html](https://educationalgames.naboprix.org/educational/medicine/bloodtypingga
me/games3/1.html)

Determination of pH

https://www.youtube.com/watch?v=8Tzjt_4f3zc

Plant behaviour

<https://youtu.be/XyocCT180k>

<https://youtu.be/gH0z5OeAQk>

Migratory birds

[https://www.scienceabc.com/nature/how-migrating-birds-guess-navigate-long-
distance-earth-magnetic-
field.html](https://www.scienceabc.com/nature/how-migrating-birds-guess-navigate-long-
distance-earth-magnetic-
field.html)



VAC 1: SOCIAL AND EMOTIONAL LEARNING

Credit Distribution, Eligibility and Prerequisites of the Course

Course Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
Social and (emotional) Learning	02	1	0	1	Pass in Class 12 th	Nil

Learning Objectives

The Learning Objectives of this course are as follows:

- This course aims to develop social and emotional awareness in students and inculcate them towards better personal and social well-being.
- To create self-awareness towards self, others, the environment and their harmonious coexistence.

Learning Outcomes

The Learning Outcomes of this course are as follows:

- Students will be able to become aware of oneself and the society
- Make informed lifestyle choices and extend the self in the joy of giving
- Develop empathy, compassion, connect with nature and evolve emotionally to create a more harmonious society
- Cultivate sensitivity towards discriminatory practices and explore possible solutions.

SYLLABUS OF SOCIAL AND EMOTIONAL LEARNING

UNIT – 1 Introduction - Self-Awareness and Happiness (3 Weeks)

- Getting to Know Each Other
- What to Expect from this Course?
- Getting to Know Oneself
- What Makes One Happy/ Unhappy? Outer vs Inner Sources of Happiness, Joy of Giving



UNIT – II Social Relationships | Mindfulness (4 Weeks)

- Sliding vs Power: Peers, Family and Society
- Going Beyond Flower Relationships Through Open Conversation
- The Value of Silence and Reflection
- Practice of Mindfulness

UNIT – III Identity, Self-image, Status, Self-Worth- Digital Identity (4 Weeks)

- Identity Construction and Expression: Individual and Collective
- Accepting and Valuing Oneself
- Understanding the Gendered World
- Identifying and Transcending Stereotypes
- Identity Formation and Validation in the Digital World
- Discrimination and its Forms

UNIT – IV Lifestyle Choices | Stress and its Management (4 Weeks)

- What Choices Does One Get To Make?
- Is Choice Influenced? Relationships, Career Choices
- Career Pressures, Examinations
- Dealing with Disappointment, Coping Skills, Health and Fitness
- Connect With Nature: Sensitivity Towards Other Sentient Beings

Practical component (of any) – (15 Weeks)

Unit I

Getting to know Each Other

In this section, the teacher will facilitate social engagement and personal reflection through a hour of introductions. This also provides an opportunity for the teacher and students to recognise the deeper meanings that lie underneath routine practices of introduction. For example, the adjectives that people use to describe themselves are indicative of the image that they wish others to hold of them. But do they hold the same image about themselves?

Teachers may begin the class by introducing themselves. Any introductory exercise that serves as an ice breaker and creates the classroom spirit as one of vibrant and open discussions, may be used. Teachers should try and ensure participation of all students in this exercise.

Activities

1. What is in your circle?

Students may be asked to draw three concentric circles on their notebooks. The central circle is for the topic, the second for 'Love', and third for 'Like'. The space outside the circles is for 'Don't like'. The class decides on one topic, such as food, movies, web series, books, music, interests, etc. Each topic is taken up in turn and students are asked to write what they love, like and don't like in the circles and share it with others. The exercise helps students to identify with their peers in conversations and discussions. The teacher may use prompts such as 'Why do you like this show?', 'Why do you dislike this food?' etc.

2. I am...

Students are asked to complete the sentences. The teacher may take turns and ask random students to answer it or the teacher may write these on the board and ask every student to write the answer in their notebooks. Some suggested prompt sentences are:

I am excited about.....

I wish I could.....

I am wondering.....

I am feeling nervous about.....

Students can choose to share some of the answers with the class. The purpose of the exercise is to bring back students to speak in class and share their honest feelings and thoughts.

3. Introducing Yourself - Know Yourself!

In this exercise, the teacher asks all students to take turns to introduce themselves. It is likely that most students will talk about their names, previous qualifications and hobbies. At the end of the introductions, the teacher can identify

complexities such as previous course undertakes, regional variations, age or gender common factors. The teacher may then use the following prompts to facilitate discussion:

- Do these define you? Are you something more? Would you like to change any of these qualities?
- Is there something about you that you would like to share with us? Do you ever wonder about your identity/ identities?

What to Expect from this Course?

In this class, the focus is on understanding the relevance of the course and providing a course overview. Students will be able to explore the various dimensions of their lives and develop insights about themselves and their relationships. By discussing the outline of the course and the suggested activities, the teacher shall bring to the fore the exploratory journey that the students will embark upon. The students' questions relating to the course contents will also be addressed in this lecture.

Activities

In this class, the teacher may undertake an overview of the course, discussing each week's themes briefly. The nature of assignment(s) and evaluation can also be detailed out. The teacher may hold a discussion with students on the following:

1. Why is social and emotional learning important?
2. What can the teacher do to make the classroom a more welcoming and open space for you?
3. What would be some of the activities that you would like to undertake during the course? Such as watching movies, reading books, maintaining a reflective journal, engagement in the field, simulated scenarios, etc.

Self Awareness and Happiness

The aim of this module is to help students develop awareness about themselves – who they are, what their strengths and limitations are, and how they can develop themselves. This will help them to learn strengths and distinctions between thoughts, emotions and behaviours. This module will make them aware of the difference between happiness and pleasure and help them ponder on sources of happiness.

Self Awareness

Self-awareness is the awareness and understanding of one's own personality - how an individual understands his own feelings, motives, desires, and behaviors, and the triggers for the same. Hence, self-awareness can be considered to be vital for personal development. Students learn thereby become more grounded and confident. This lesson will focus on the student's intrapersonal and interpersonal awareness through discussion and activities.

Activities

1. Students are asked to make a timeline of important events in their life and how each one affected them at that time. Do they see it differently today?
2. SWOT Analysis can be done by each student - Strengths, Weaknesses, Opportunities and Threats.
3. How do they envision their ideal person - What does your ideal person look like? What characteristics do they possess? Identify the gap. How do they plan to fill/bridge the gap?

Happiness

The term 'happiness' includes pleasure and positive emotions which can range from deep satisfaction and contentment to pleasure and excitement. The focus of this session would be to discuss techniques to develop the long-lasting feelings of contentment rather than momentary and short-lived emotions of excitement and pleasure. This will encourage and foster feelings of wellbeing and life satisfaction. The teacher will use activities in order to inculcate the ways of developing and sustaining happiness.

Activities

Writing a gratitude journal - include in it what you are grateful for. Mindfulness exercises and developing a mindful way of doing things.
"As one door closes, another door opens". A discussion based on the above opportunities that they think they lost and consider what it was they gained in the process.

Social Relationships

In this module, students will be asked to look their gaze towards the country in which they are located and where they have social relations. They will be asked to discover and understand the ways in which they connect with their immediate and extended social surroundings. In this context, peers and family assume a significant influence on the identities of adolescents and young adults. The students will be asked to assess the nature of their relationships with friends and family and explore these negotiations in the context of using social power.

The teacher will help students broaden their understanding by assessing the influence to include other social relationships, beyond peers and family. They will be encouraged to think about how they are influenced and how they in turn influence the people around them. The class shall explore the phenomenon of peer involvement as a theme to create writing and conversations.

Sharing vs. From Peers

Identity formation and development is significantly dependent on the peer group with which the individual interacts. During the class, the students may pose the following question to themselves and to each other: What is the nature of the relationships that they share with their peers? Adolescence and young adults live in conformity to peer expectations. Students may explore whether relationships between peers are equal. What forces exclude these relationships? By using examples from real life, the teacher will encourage the students to clearly examine their relationships with their friends and family.

Activities

Ask the students to describe their close friends with adjectives. They should then be asked who they are close to them and what is the one quality about their friends that they appreciate.

Divide students into groups of 5 each. They can vary depending on the class size. Each group can discuss how they were influenced by their friends in decision making processes.

The class/ group can share a story from their life about how they made a decision based on peer pressure. They should also share the result. How they felt or anything about it. The feelings can be discussed at the class.

Sharing vs Power: Family

The family is often considered to be a given and stable context in which one is born or placed. As the relationships of adolescents with people outside the home grow, their encounters with their families evolve and take on a new and sometimes difficult character. Discussions and activities in the class should help the students objectively analyze their family space and the way in which they negotiate with it at different points of time, through examples from day to day life. The teacher will help the students understand such spaces and the role they play.

Activities

Describe the ideal terms. The students can think about the nature of the ideal created by them. What is the role played by siblings in your personal development?

Role play can be used to perform the different roles in a family so as to understand the different points of view within it.

Sharing vs Power: Society

The individuals generally extend the nature of their relationships with the family to the larger social world. In their pursuit to seek autonomy and independence, they may form new kinds of relationships in the larger social context. These relationships may be characterized by imbalances in power. The teacher will try to help the students strike a balance between self and society and stress the role of dialogue, sharing and cooperation.

Activities

The teacher can ask the students to describe any role constructed social role performed by them. (Any way in which they helped people around them). They can draw, speak, show a photograph or write a creative piece about it.

In the years to come what kind of role do you see yourself performing in society?

Share any one story about a person that has really influenced you? It can be about a public figure or anyone around you.

Going Beyond Power Through Open Conversation



- 11) In the previous lectures, the discussion has been around family, peer groups and society. In this session, the focus will be on the way to build a more egalitarian society—one that is more collaborative, inclusive and takes into account different points of view. Open Conversation is suggested as a way by which acceptance, active listening and empathy can be encouraged.

Activities

The students can be asked to present a brief performance showing the way in which open conversation can help in conflict resolution.

Slides in line with classroom discussions held in the past few weeks can be shown to the students. Music screening should be followed by a discussion.

A short story, poem or a play can be used to build on classroom discussions.

Mindfulness

This module focuses on the significance of silence, introspection and non-judgmental awareness of the present moment. These mental practices are for understanding and building human connection with self and others. The students are sometimes unable to spare time for their inner growth. Mindfulness practices aim at self-awareness and self-acceptance for overall well-being. Calling and practicing silence helps in the process of deeper reflection and builds inner strength to face conflicts with calmness. It helps the ability to develop mental equanimity and equanimity.

The value of silence and reflection

The students will learn to understand the value of silence in the real world. The practice of silence helps in self-reflection and connecting the inner and outer worlds. It creates room for experience, joy, contentment and peace. Silence is a way of understanding how to enjoy one's own company and not to confuse being alone with loneliness. The students will appreciate that silence and solitude are positive and constructive.

Activities

The students can be asked to maintain silence and watch the flow of thoughts and emotions. In the process of silence the students can identify what gives them happiness and what they can do to create happiness for others.

✓

The students can visit natural spaces to understand how silence runs in the events of nature which can help them make peace.

Practice of Mindfulness

Through this lesson, the students will understand the significance of mindfulness as a daily practice for understanding that happiness depends on the self-training of mind. The joy of living in the moment with full awareness and steadiness of mind are important for accepting and cherishing all experiences positively and non-judgmentally.

Suggested Activities

Mindful walk/trail in the garden/forest/mountains or at a monument. Mindful eating while enjoying all elements of tastes in different types of food can also be done.

The students can be engaged in groups for non-judgmental listening.

The class can be divided to discuss what activities of the day they engage with full awareness and where the moment got lost/lost.

Unit 3

Identity, Self Image, Status, Self-worth

The module is designed to help the learners recall the constructs of identity, self and personhood. It deals on questions such as 'who am I', 'how do others and I see myself', 'How status and self-image affect my sense of self-worth'. Specifically, it deals with how one's identity takes shape and therefore begins to be an integral part of oneself. It encourages the students to think about what factors influence their self-worth, such as achievements and accumulation, wealth, career or popularity. The students learn to accept and appreciate self and others.

Identity Construction and Expression: Individual and Collective

This lesson is aimed to help the learners deconstruct their sense of identity and reflect the signifiers, markers and processes which have played a pivotal role in constructing their sense of identity and self. Similarly, how processes such as socialization within family, school, community and society at large have played a role in forming students who they are. How do



these processes shape our notions of self-concept, self-evaluation, and self-esteem? The students will be able to become aware of their individual and collective sense of identity and self.

Activities

The teacher may ask the students to imagine one's identity in different contexts that are significant for identity construction. For instance, what does identity of being someone's 'child' entail? Imagine what kind of an identity does one expect of oneself as a sibling, student and as a friend.

The teacher may ask the students to read from biographies/autobiographies of people from other cultures and discuss excerpts from the books. The teacher may estimate the qualities of these people.

The teacher may organise a field visit with the students to different places. Ask the students to survey people from these locales about their experiences.

Accepting and Valuing Oneself

This lesson builds on the previous lesson by unpacking how concerns, thinking around self-image and status may affect one's sense of self. It aims to make one aware why a challenge to

one's identity may lead to discomfort and conflict. Students will be encouraged to accept their physical appearance and identity and to value self-worth. This lesson invites them to undertake an inward journey.

Activities

The teacher may ask students to respond to different characters in a movie where challenges to their identity lead to different kinds of responses.

What will change after 22 years in terms of your identity and what according to you will not change?

The teacher may ask the students to identify an 'open space' and 'sit alone' and write a reflective essay on the theme, 'Remember what makes you, you'.

Gender Roles

The objective of this module is to enable the students to differentiate between biological and psychological aspects of gender in order to understand how



their gendered identities are socially constructed. Gender refers to the characteristics of men and women and includes norms, behaviour and roles associated with being man or woman, girl or boy. Further, this will enable the students to become aware that their destiny need not be determined by biology.

Understanding a Gendered World

The objective of this lecture is to enable the students to understand that gender roles are taught by the process of socialisation, beginning with the family. Everyday things that we do like eating, speaking, working, our gestures and even the professions that we think we choose are all often influenced by societal norms.

Activities

The teacher may ask the students to list things associated under the heading: men and women. Once listed, the headings can be interchanged and a discussion may follow.

Ask students to bring an artefact from home, it can be a childhood picture. On the basis of the picture students can share childhood experiences. Through the narrative of their oral history students can share experiences of how they acquired gender.

Identifying and Typing Gender Stereotypes

In the previous lecture, students have been made aware that gender stereotypes are socially constructed, that the ways in which we interact with others and with ourselves are shaped by gender. The objective of this lecture is to explore the importance of thinking beyond the stereotypes and to reinforce that biological differences between genders should not lead to social discrimination.

Activities

Movie viewing: Students and teachers can choose any movie for discussion.

Quiz cards: On the cards the following can be written and the students can be asked to identify which is socially constructed and which refers to biology.

Men are breadwinners, women are housewives.



Males have 23 chromosomes, females have 24 chromosomes. Women give birth to babies, men don't.

Keep don't cry

Digital identity

It may be interesting to identify exclusively with icons (the eyes, ethnicity, language, gender, nationality, etc.) in the seemingly interconnected world, but it's not at the core of many ideas - meaning and feel, without just marginalised. The richness of those provides an opportunity to appreciate the diversity in the constitution of an individual's identity. But what happens when one is given a chance to construct a digital identity for oneself? Digital platforms and social networking sites equally present an individual the means to present oneself the way one likes. Do we choose to present our authentic selves or do we prefer to present highly curated versions of ourselves? Do social media posts reflect self-respect and self-love?

Identity formation and validation in the Digital World

Through this lesson, students are expected to realize the ways in which they construct themselves digitally and how that construction is a manifestation of conformity, resistance and/or subversion, of the dominant ideologies. Students should be encouraged to reflect on what exactly they are feeling from engaging with social media. They need to think how the joy of sharing ideas may be different from the ego need for compulsive validation.

Activities

Think of the digital items that you use before sharing your photographs with others. Why do you think you need to do that?

We often feel happy about being validated in the form of 'likes' and positive comments on our social media posts. However, do you feel sad when that does not happen? What could be the possible reason for your mind to have the line of thought?

Digital identities: Impact on the Self

The students will carry forward the learnings from the previous session and construct their identity in the realm of evaluation for creating a digital self and its relation to themselves. They would be encouraged to engage in a non-judgemental conversation which would include them to inquire whether

their digital activities are a result of anxiety which may be emanating from their self-image.

Activities

Do you think the use of digital filters is disrespectful to your self? Is not using them a source of anxiety for you? Can this have anything to do with your self-esteem?

Think of situations that make you feel sad on social media. How often does this happen? Do you think not exposing yourself to such a situation is a solution or do you think you also need to work on your self-esteem?

Try spending a day without using any activity on social media like posting anything or surfing other people's accounts for their activities. At the end of the day observe how you feel.

Unit IV

Lifestyle Choices

How we choose to live and behave influences our social and emotional wellbeing. In this module we analyse our lifestyle choices relating to material and cultural consumption, relationships and career. Students will be encouraged to inquire whether our everyday choices are based on a culture of passive consumption and conformity. We will seek to explore possibilities of alternative forms of living grounded in ethical consumption, activism, simple and sustainable living.

What Choices Does One Get to Make?

In this lesson, the attempt will be to explore the extent to which consumption objects our lifestyle choices and the repercussions of these on our natural and social environment. Today we live in an era of mass consumption and consumer culture fostered by advanced technologies and global production systems. Over materialism, wasteful and inconspicuous consumption, omnivorousness of the larger implications are key aspects of this phenomenon. In this lecture, we explore our lifestyle choices such as our physical health, attire, dietary choices, desire for dream homes and destination weddings. This would be the starting point for a re-imagination of a world based upon choices that would lead to simple and sustainable living.



Suggested Activities

Students may be asked to work through their consumption history right from their childhood. A discussion may then be initiated by asking the students to reflect on their consumption choices and their motives behind the same.

The teacher may identify a few products like tea, coffee, coca-cola, jeans etc and ask the students to trace product histories and geographies.

The students may be asked to discuss a strong desire to possess an object and then deconstruct that desire. Discussion may emphasize upon why they wanted it!

Is Choice Influenced? Relationships, Career Choices

In this lecture, we examine the extent to which lifestyle choices regarding relationships and career, get influenced and by what factors. Do we really have a choice as regards the career that we want to pursue? Often factors like family, gender, the need for security and stability influence our choices. Reconciling and mapping the space of freedom and confinement with respect to our choices is a necessary life skill that would enable a more self aware and harmonious living.

Activities

Reflect on an instance when you may have inflicted pain on someone and also think of a moment when you felt someone was insensitive in their conduct of a relationship.

The teacher may divide the class into small groups and hold a discussion on what constitutes a successful career.

Reflect on the various career options available in your society and discuss what you would prefer to pursue and why?

Discrimination

The module is designed to help the learners understand the origin and nature of discrimination and the effects thereof. Discrimination can be on various grounds such as ethnicity, religion, caste, sex, gender, disability, or place of birth. OH's discriminatory actions can lead to social fragmentation. The module encourages the learners to introspect their actions and seeks to celebrate diversity.

Why and How? Causes of Discrimination



The objective of the lesson is to make learners aware of different forms of discrimination. On the one hand, an individual can be a victim of discrimination, and on the other, the same person

may harbour prejudice or discriminate against others. It is pertinent to understand our own biases and interrogate our actions.

Activities

The teacher can ask students to recall their friends who belong to different backgrounds. They can reflect on what they have learned by interacting with these friends.

Ask students to learn about their neighbourhood and document what groups live there, what has been the nature of their relationships.

As an extension on prejudice using nothing but washed up papers and a trash can, students learn *A Powerful Lesson About Prejudice*.
<https://www.bbc.com/news/health-55111111>

Stress and Its Management

This module is designed to give students an opportunity to articulate the pressures and

challenges that one experiences in life. It gives students a chance to spell out how pressure to perform well can become a source of stress. The module is aimed to equip the learners with ways of dealing with disappointments with regard to the dream of career path and with performance related stress. It brings to fore skills of coping with stress and disappointments. It also highlights the role of physical well-being in keeping oneself mentally healthy.

Open Questions, Examinations

This lesson is designed to help students have a rethink at the challenges and pressures they have recently faced or are facing on account of career choices and examinations. It gives them a space to articulate what they might have faced while making these choices. This lesson also gives them an opportunity to highlight the uncertainties and challenges they foresee in their future lives.

Activities



The teacher may ask the students to organise themselves in groups of 4-6. Each of the groups have to do a role play around the themes on career pressures.

Show images of different people and ask the students to quickly jot down impressions. The collective answers serve as a springboard for discussions. Students may learn about their own biases through this activity.

The teacher may ask the students to identify issues whose struggles related to career and performance pressure stand out.

The teacher may ask the students to share their experiences about the following:

- First few months into an academic programme
- 2 months before examinations
- On the day of examination
- 15 days after examinations get over

Dealing with Disappointments, Coping Skills, Health and Fitness

This session aims to equip the learners with coping skills to manage stress and deal with disappointments. Furthermore, it makes them aware of the importance of health and fitness for maintaining mental health.

Activities

The teacher can ask the students to write how they come to know they are stressed and what they do when they are stressed? The teacher may engage them in a discussion on coping skills and channel students' energies into positive ways of resolution of conflict and stress.

The teacher may ask the students to discuss the lives of high achievers and low achievers and

how performance pressures drive their lives. Can they draw similarities and differences in the sources of stresses and how they deal with these stresses?

Ask each of the students to share their daily regime to keep themselves physically fit. The students may also share how each one mentally 'feels/experiences' when one is engaged in physical exercises.

Connect with Nature

This module is designed to strengthen bonds with nature while understanding its intrinsic value as opposed to its instrumental value- issues of global warming.

and environmental degradation are the consequences of a divided between humans and nature. The goal is to cultivate environmental awareness through virtues of altruistic responsibility, empathy, interconnectedness, and mutual sustainability between nature, flora fauna, animals and humans. The students may be engaged in activities to build bridges between the inner environment (one's self) and external environment (nature). In this way, they can celebrate oneness with nature and perceive nature not as a means but an end in itself.

Sensitivity Towards Other Sentient Beings

The students, in this session, would participate in group based environmental activities as a way of building social responsibility towards all sentient beings. Any action against even a part of nature impacts the whole. Thus, it is the responsibility of all, to create a safe environment for all sentient beings to live in harmony.

Activities

Students can be encouraged for Nature walks, nature drives, meet and hikes, nature photography, adopting natural spaces in local areas, plantation drives, visiting biodiversity parks, adopting zones for greening etc.

Visits to animal shelters can be organized to sensitise the students.

Film can be screened on environmental sustainability, environmental movement etc.

- Any other Practical/Practice as decided from time to time

Suggested Readings

- Black,Deena Indu(2022). Essentials of Social and Emotional Learning (SEL), N1, Wiley.
- Goleman, Daniel (2005). Emotional Intelligence, JYB-Nation.
- Saamir Vidyasankar (2016). The complete works of Saamir Vidyasankar, Aditya Sahayana. (<https://www.ramakrishnavedyanand.infolinkactions/complete-works.html>)

Examination scheme and mode: Subject to directions from the Examination Branch, University of Delhi from time to time.



VAC 1: SPORTS FOR LIFE - I

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisites of the course
		Lecture	Tutorial	Practical/ Practice		
Sports for Life - I	01	0	0	2	Pass in Class 12 th	NIL

Learning Objectives

The Learning Objectives of this course are

- To identify 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 2x: strength, speed and suppleness.

Learning outcomes

The learning Outcomes of this course are

- Acquire values of cooperation, team spirit, determination, and assistance.
- 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 channeling energy through sports participation.



SYLLABUS OF SPORTS LIFE 1
ONLY PRACTICAL

UNIT – I: Rules and Techniques

(4 Weeks)

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 Intra-mural competitions

UNIT – II: Components of fitness

(4 Weeks)

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 Intra-mural competitions

UNIT – III: Benefits of sports and physical activity

(4 Weeks)

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 Intra-mural 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 Intra-mural 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, Taekwondo, Volleyball, Wushu, Wrestling etc.

Suggestive readings

- James R Norton Jr., Dale P. Mool, James G. Ditch, Mirsoo Kang - Measurement and Evaluation in Human Performance-Human Kinetics Publishers (2015)
- W.Larry Kenney, Jack H. Wilmore, David L.Costil.(2015). Physiology of Sports and Exercise, Second Edition, USA.Human Kinetics.
- Winer W.R: Hinger, Shaith A. Hooger - Fitness and Wellness-Cengage Learning (2014)
- Kasal 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

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time



VAC 1: SWACHH BHARAT

Credit distribution, Eligibility and Pre-requisite of the Course

Course 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 NE Class 12 th	

Learning Objectives

The Learning Objectives of the Course are:

- To understand the developmental 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 build a 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

(4 Weeks)

- Gandhian philosophy of Cleanliness
- Swachh Bharat Abhiyan (SBA)
- Hygiene, Sanitation & Sustainable Waste Management
- Agencies and nodal Ministries for SBA



- Different phases of the SMA and its evolution
- Citizens' Responsibilities: Role of Swachhagrahi

UNIT – II Swachh Bharat: Rural and Urban Paralels

(8 Weeks)

- Indicators for Swachh Bharat
- Rural
 - Sanitation coverage across households (ODF vs. ODF+)
 - Open Defecation Free (ODF) Villages: Parameters
 - ODF plus model: Key indicators
- Urban
 - Sustainable sanitation
 - Wastewater and solid waste management
 - Garbage Free Cities

UNIT – III Prospects and Challenges

(3 Weeks)

- Attitudes and Perceptions
- Operational and Financial Issues
- Monitoring & Supervision
- Community Mobilization

Practical component (if any) –

(13 Weeks)

Suggested Activities: Lot 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/shop and track the lifecycle of waste/wraps 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.
- Organize Swachhata Pathshala 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.

VAC 1: THE ART OF BEING HAPPY**Credit distribution, Eligibility and Pre-requisites of the Course**

Course Title	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisites of the course
		Lecture	Tutorial	Practical/Project		
The Art of Being Happy	03	1	0	2	Fails 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 Indian Philosophy and Infology 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 phenomena 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 Acharya at a personal level.

DETAILED OF THE ART OF BEING HAPPY**UNIT - I Human Ecology and Happiness Lectures****(7 Weeks)**

- Definition, 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 Ideological Theories of Happiness

(4 Weeks)

- Patch Kesh Theory & Idea of Will Boiling
- Idea of Self and other
- Hierarchy and stages of happiness

UNIT – III Happiness: Cross-cultural Contexts

(4 Weeks)

- Culture and Happiness
- Interpersonal Relationships: Comparative Perspectives
- Therapeutic 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 (If any) –

(15 Weeks)

The course will be based on students' identification and operationalization of the concept of happiness and well-being. Students will explore the indicators and actualization of these concepts in everyday life.

- Community surveys on the facilities attending positive mental health practices such as Yoga and Meditation Centers, 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 at 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 Well-being can be undertaken by the students.
- Workshops/ Sessions for the actualization of creative potential (Music, Drawing, Calligraphy, Dramatics)

- Hindi-ori Happiness: Gardening, Cooking, Washing, Cleaning, etc.
- 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

Essential/recommended readings

- Sarinathi, Vijayalakshmi & Choudry, Anusudha. (2013). Understanding Happiness: A Systemic Perspective. Psychological Studies, 56, 141-152. doi:10.7717/12646-033-0330-x
- Leontiev, Dmitry. (2012). Anthropology of Happiness: the state of Well-Being and the way of Joy. In Sociocriticism, Vol.43, No. 1 495-504.
- Snyder, C.R. S.J., Lopez, S.J.T., Peterson, (2013). Positive Psychology (The Scientific and Practical Applications of Human Strengths). Sage Publications. (Chapter 5: Subjective Well-being: The Science of Happiness and Life Satisfaction, Page 63 to 77)
- World Development Indicators 2016. (2016) United States: World Bank Publications.
- Zaslavski, John. (2015). Positive Psychology: The Science of Well-Being, Carleton University, Ottawa, Canada, Sage Publications: Chapter-3 (Happiness page 177 to 211)

Suggestive readings

- Bajajgandhar,MOothers,M.[2014] Positive Psychology. New Delhi: Pearson Education, India.
- Coleman, D. (2007) Social Intelligence: The new science of human relationships. Bantam
- Mathews, Gordon and Caroline (suzanne) joshi. (2010). Pursuits of Happiness: Wellbeing in Anthropological Perspective. Berghon Books
- Seligman, M. (2002). Authentic Happiness: Using the new positive psychology to realize your potential for lasting fulfillment. NewYork:Free Press
- Sri Aurobindo, The Synthesis of Yoga, Part Three: The Yoga of Divine Love, Chapter 7, The Atarika Bulletin, pp. 465-475

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time

VAC 1: VEDIC MATHEMATICS - I

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		
Vedic Mathematics - I	02	3	0	1	12 th Pass	Nil

Learning Objectives

The Learning Objectives of the course are:

- Foster love for maths and remove its fear through Vedic Mathematics.
- Enhance computation skills in students through Vedic Mathematics.
- Develop logical and analytical thinking.
- Promote joyful learning of mathematics.
- Discuss the rich heritage of mathematical temper of Ancient India.

Learning outcomes

The Learning Outcomes of the course are:

- Overcome the fear of maths.
- Improved critical thinking.
- Familiarity with the mathematical terminology and techniques.
- Ability to do basic maths faster and with ease.
- Appreciate the Mathematical advancements of Ancient India.

SYLLABUS OF VEDIC MATHEMATICS - I

UNIT – I Vedic Maths- High Speed Addition and Subtraction Sessions/Lectures:
(5 Weeks)

- Vedic Maths: History of Vedic Maths and its Features.
- Vedic Maths Sirmulic: Sutras and Upsutras
- Addition in Vedic Maths: Without carrying, Dot Method.



- Subtraction in Vedic Maths: Nirhilam Navatashcaramam Govatam
- (All from 9 less from 10)
- Fraction – Addition and Subtraction

UNIT - II Vedic Maths- Mental Multiplication and Excellent Division (4 Weeks)

- Multiplication in Vedic Maths: Base Method (any two numbers upto three-digits)
- Multiplication by Urdhva Tiryak Sutra
- Mental multiplication: Any three-digit number by series of 1's and 0's
- Division by Urdhva Tiryak Sutra (vertical method)

UNIT - III Vedic Maths-Lightening Squares and Rapid Cubes (3 Weeks)

- Squares of any two-digit numbers: Base method
- Squares of numbers ending in 5: Ekadhikina Purvata Sutra
- Easy square roots: Dvayam Tapa (double) Sutra
- Square root of 2: Sauthayana Shulbasutra
- Cubing: Yaswantra Sutra

UNIT - IV Vedic Maths-Enlightens Algebra and Geometry (3 Weeks)

- Factoring Quadratic equation: Anurupyena, Adharyadanyamanyu Sutra
- Concept of Brahmagora (Pythagoras) Theorem
- Circling a square: Sauthayana Shulbasutra
- Concept of pi: Sauthayana Shulbasutra
- Concept of pi: Brahmagora Shulbasutra
- Concept of pi (H 00, 300, 400, 800 and 900: Brahmagora number)

Practical component : (24hrs)

(15 Weeks)

The students are expected to demonstrate the application of Vedic Maths, Sans and Urdhva

- Conduct workshops under the supervision of the course teacher to spread awareness on the utility of Vedic Mathematics
- Students are required to visit nearby retail shops/local vendors to purchase oil/fenugreek/vegetables/bread and butter and use tricks of Vedic maths of addition and subtraction to calculate the amount to pay and receive the difference.
- Students may share their experience with the class teacher in the form of audio-visual presentations of 25 minutes.
- If required, students can share their experience in the form of a Project Report.
- Any other Practical/Vedic as decided from time to time

14

Essential Readings

- The Essential of Vedic Mathematics, Rajesh Kumar Dikar, Rupa Publications, New Delhi 2019.
- Vedic Mathematics Made Easy, Dhananjay Bathia, Jaico Publishing, New Delhi 2011
- Vedic Mathematics: Sixteen Simple Mathematical formulae from the Vedas, Jagadguru Swami Sri Bharati Krishna Tirthaji, Motilal Banarsidas, New Delhi 2015.
- Learn Vedic Speed Mathematics Systematically, Chaitanya A. Patil 2018.

Suggested Readings

- A Modern Introduction to Ancient Indian Mathematics, T S Bhanumurti, Wiley Eastern Limited, New Delhi.
- Enjoy Vedic Mathematics, S M Chauthiwale, B. Kolluru, The Art of Living, Bangalore.
- Magical World of Mathematics, YG Urkalkar, Vantana publishers, Bangalore.

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.



VAC 1: Yoga: PHILOSOPHY AND PRACTICE

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		
Yoga: Philosophy and Practice	02	1	0	1	12 th Pass	Nil

Learning Objectives

The Learning Objectives of the course are:

- To learn the fundamentals of Yoga for harmonising the body, mind and emotions.
- To demonstrate the value and the practice of holistic living.
- To value the heritage of Yoga for self and society.

Learning outcomes

The Learning Outcomes of the course are:

- Understanding ways to harmonise the body and mind through Yoga.
- Disciplining the mind through practicing Yoga.
- Understanding of consciousness through practical training.

SYLLABUS OF YOGA: PHILOSOPHY AND PRACTICE**UNIT – I : Yoga: Asana, Prāṇāyāma and Dhyana****(5 Weeks)**

- History of Yoga
- Significance of Asana:
- Effect of Pranayama
- Importance of Dhyana

UNIT – II Patanjali's Yogasutra and Chakra**(8 Weeks)**

- Patanjali's Yogasutra: a Summary
- First sutra
- Second sutra
- Chakras (psychic centres)

UNIT – III Understanding Asana and Pranayama**(4 Weeks)**

- Asana: the basics
- Suryanamaskara
- Nadishodhana Pranayama

Practical component (if any)**(12 Weeks)**

- Surya Namaskar
- Selected Asana
- Pranayama
- Relaxation exercises for the eyes (7 steps) neck (4 steps)
- Concentration on Dhyanashtas
- Project Work (effect of everyday concentration on breath for 15 minutes reflections to be compiled in the form of a Project report)
- Any other Practical/Practice as decided from time to time

Essential Readings

- *Asana, Pranayama and Mudra Bandh*, Swami SatprasadGokarnati, Yoga Publications Trust, Munger, Bihar, India, 2004.
- *Patanjali Yogasutra, Commentary by Swami Vivekanand, Rajyoga*

Suggested Reading

- *Patanjali Yog Prashna*- Swami Dhanuraj Saraswati, Gita Press, Gorakhpur, 2013
- *Science of Pranayama-Swami Sivananda*, Edition by David De Angelis, 2010. All Rights Reserved.
- *Udayveni Shastri Gauribavali, & Patanjali- Yoga Darshanam, (Udayeni Shastri), Govindram Hanuman, Delhi 6.*

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

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		
भारतीय शक्ति शासन और प्रशासन प्रणाली	03	1	0	2	Pass in Class 12 th	Nil

Learning Objectives

The Learning Objectives of this course are as follows:

- भारतीय शक्ति शासन प्रणाली, प्राचीनता और इसके अधिकांश भारतीय स्वल्प में छात्रों को परिचित कराया
- भारतीय शक्ति शासन प्रणाली के विकास में छात्रों में सामाजिक, सांस्कृतिक और नैतिक को उत्साहित करना, प्राथमिक विचारों को बढ़ावा देना और एक अच्छे अनुभव का प्रयोग करना।
- छात्रों को भारतीय शक्ति, सांस्कृतिक और सामाजिक मूल्यों के प्रति जागरूक करना।
- भारतीय शक्ति शासन प्रणाली के विकास में राष्ट्रीयता और अधिकांश भारतीय स्वल्प को साक्षात्कारित करना।

Learning Outcomes

The Learning Outcomes of this course are as follows:

- भारतीय शक्ति शासन प्रणाली के विकास में छात्रों में सामाजिक, सांस्कृतिक और नैतिक को उत्साहित करना और वे एक अच्छे और परिष्कृत अनुभव बन सकेंगे।
- भारतीय शक्ति शासन प्रणाली के सांस्कृतिक और सामाजिक मूल्यों को जागरूक हो सकेंगे।
- शक्ति शासन प्रणाली और अधिकांश भारतीय स्वल्प को जागरूक हो सकेंगे राष्ट्रीयता और अधिकांश



आसानी से भी आसन्न जामुन और गजभुज होगी।

- प्रमुख अमल कविता का परिचय और उनके विचारों की जासनाती हो सकेगी।

SYLLABUS OF परंपरा और मानव मूल्य

Unit – I : भारतीय अहित परंपरा

(5 Weeks)

- अहित : अर्थ और अवधारणा
- अहित के विभिन्न संस्कार और विचार
- अहित की सांस्कृतिक परंपरा और अहित
- अहित का अर्थ न भारतीय संस्कृति

Unit – II : भारत के कुछ प्रमुख अमल और उनके विचार

(5 Weeks)

अमल विष्णुसुखा, जगन्नाथ, अक्षयसुखादेवी, लालसुखा, श्रीरामदेवी, तुलसीदास, कबीरदास, रैदास, सुबनाथ, सुदास, आनंदी, लकु-नराम, नरामदेव, भरतसिंह गैरास, वैभवा, कीर्तु धन, ललितसुखा, पतंग महाप्रम, सुधीरदास, राजन दास, संकरदास

Unit – III : मानव मूल्य और अहित

(5 Weeks)

मानव मूल्य का अर्थ

अहित में अमल कविता में जीवन मूल्यपरक अहित कविता

Practical component (if any) :-

(15 Weeks)

- पाठ्यक्रम में उल्लिखित कविता में से किसी एक अमित की संस्कृति में विभिन्न मानव मूल्यों के अंतर पर परीक्षा
- वर्तमान समय में अमित की परंपरा कला को समझना; अर्थ और अवधारणा पद्धति के अंतर पर
- जीवन में मानव मूल्यों के प्रति ध्यान पर अर्थ और अवधारणा के अंतर पर एक रिपोर्ट बनाना।

- उल्लिखित कविता में दो किराए एक कवि से सबसे दो किराए सठ, अठार या सठार आदि, प्रत्येक कोई किराया/कीरपुमेरी के अन्तर्गत एक रिपोर्टे करता।
- आवश्यक ही, तो उक्त कीरपुमेरी रिपोर्टे के रूप में अपने अनुभव व्यक्त करें
- Any other Practical/Practices as decided from time to time

Essential/recommended readings

- 'भक्ति का उद्भव और विकास' (195) केन्द्रक भक्ति के विविधता, अद्वैत-सहित्य का समेकित इतिहास; अनेक- डॉ. एन. डी. शर्मा, हिं. टी. भाषण भाषा-संस्थान दिल्ली/राज्य, दिल्ली विश्वविद्यालय, दिल्ली, मुद्र-संख्या 255-256
- कुछ प्रमुख कविता के प्रसिद्ध पद्य
- 'भक्ति आंदोलन और भक्ति-साहित्य', विमल कुमार शिब, अखिलभारत प्रकाशन, इलाहाबाद, 1994
- 'भक्ति मूल्य और सभित्य', डॉ. एन. डी. शर्मा, भारतीय जनशिक्षण, नई दिल्ली, 1999

Suggested readings

- 'भक्ति के अर्थों', डॉ. पी. अय्यंगर, काली प्रकाशन, नई दिल्ली
- 'हिं. टी. सभित्य का इतिहास, अर्थार्थ संसर्ग सुख, लोक भाषा-संस्थान, इलाहाबाद
- 'साम्प्रदायिक हिं. टी. भाषण का नवीन', डॉ. सुभाष कुमारी, अखिलभारत प्रकाशन, दिल्ली/राज्य, नई दिल्ली
- 'साम्प्रदायिक हिं. टी. सभित्य का अर्थार्थ संसर्ग सुख, डॉ. सुभाष कुमारी, अखिलभारत प्रकाशन, दिल्ली/राज्य, नई दिल्ली

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time

Credit distribution, Eligibility and Pre-requisites of the Course

Course Title / Credits	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisites of the course
		Lecture	Tutorial	Practical/ Practice		
साहित्य, संस्कृति और सिनेमा	02	1	0	1	Pass in Class 12 th	Nil

Learning Objectives

The Learning Objectives of this course are as follows:

- साहित्य, संस्कृति और सिनेमा के माध्यम से छात्रों का आधुनिक विकास करना
- छात्रों को नैतिक, सांस्कृतिक, आर्थिक और सामाजिक आदर्शों के प्रति जागरूक करना
- भारतीय ज्ञान परंपरा, वैज्ञानिक दृष्टिकोण और सामाजिक वास्तव को प्रभावित करना
- साहित्य, संस्कृति और सिनेमा के माध्यम से राष्ट्र-धर्म और मान्यता को प्रभावित करना
- सामाजिक कार्यों के माध्यम से आधुनिक, आधुनिकीकरण एवं जीवन-उत्थान विकसित करना

Learning outcomes

The Learning Outcomes of this course are as follows:

- साहित्य, संस्कृति और सिनेमा के माध्यम से नैतिक, सांस्कृतिक और सामाजिक आदर्शों की समझ विकसित करने में सक्षम होना
- भारतीय ज्ञान परंपरा और नैतिक आदर्शों के प्रति जागरूकता विकसित करने में सक्षम होना
- वैज्ञानिक दृष्टिकोण एवं सामाजिक वास्तव को प्रभावित करने में सक्षम होना
- राष्ट्र-धर्म के माध्यम से राष्ट्र-धर्म एवं आधुनिकीकरण को प्रभावित करने में सक्षम होना
- छात्रों के व्यक्तित्व को छात्रों की ओर विकसित करने में सक्षम होना



SYLLABUS OF साहित्य संस्कृति और सिनेमा

UNIT - I साहित्य, संस्कृति और सिनेमा का सामाजिक परिप्रेक्ष्य (2 Weeks)

- साहित्य, संस्कृति और सिनेमा : परिभाषा और अन्तर्सम्बन्ध
- साहित्य, संस्कृति और सिनेमा का अंतःसम्बन्ध

UNIT - II साहित्यिक कृतिगत पर आधारित सिनेमा (4 Weeks)

- साहित्यिक कृतिगत पर आधारित सिनेमा में परिवर्तन
- साहित्यिक कृतिगत पर आधारित सिनेमा की परामर्शिका
- साहित्यिक कृतिगत पर आधारित सिनेमा - आन्दोलन 1952; तीसरी मंचन 1966; दशमसंका 1974; पचास 2018

UNIT - III हिन्दी सिनेमा में सामाजिक-सांस्कृतिक मुद्दों की प्रतिबिम्बिता (2 Weeks)

- सामाजिक - सांस्कृतिक मुद्दे
- सामाजिक - सांस्कृतिक मुद्दों के प्रतिबिम्बित उपकरण के रूप में सिनेमा
- हिन्दी सिनेमा में सामाजिक-सांस्कृतिक मुद्दों का प्रतिबिम्बित - जय हिन्द या 1952, बंदिनी 1962, पृथ्वी और पृथिवी 1972, इन आदमी हैं कौन 1994, टी.वी.ए. एक फेब्रुअरी 2017

Practical component (If any) - (15 Weeks)

- भारतीय सांस्कृतिक मुद्दों पर आधारित लघु फिल्मों के पाठ्यक्रम (8-10 मि.मि.)
- साहित्यिक कृतिगत पर आधारित लघु फिल्मों (8-10 मि.मि.) का सांस्कृतिक निरूपण (संगीत)
- सादर, कृत्य, शक्ति, भंगीकरण, जल-संरक्षण, स्वास्थ्य-विज्ञान, सांस्कृतिक, कलेक्टिव, समरसता में से किसी एक विषय पर लघु फिल्म निर्माण (8-10 मि.मि.)
- उपरोक्त ही, लघु फिल्म निर्माण के रूप में अपने अनुभव साझा करें
- Any other Practical/Practice as decided from time to time.

Essential/Recommended readings

- संस्कृति क्या है (विश्व) संस्कृति, अर्थ और रूप, रामावती सिंह चिन्मय, जेसू भागले प्रकाश, 2008, पृष्ठ संख्या 60-64.
- साहित्य का इतिहास (विश्व) / विनय, अत. के. एमिचरबी, जेडि डि जेरी, 1988, पृष्ठसंख्या 7-18.
- भारतीय संस्कृति के इतिहास (विश्व) / अत. के. एमिचरबी, जेडि डि जेरी, 2017.
- हिन्दी साहित्य ; अर्थ, अर्थ और संस्कृति (विश्व), पृष्ठ संख्या 21-18 भाग, साहित्य, अर्थ और संस्कृति खंड 4, अत. के. एमिचरबी, जेडि डि जेरी, 2010.
- सिनेमा और साहित्य का आस-संकोच (विश्व) पृष्ठ संख्या 30-64, साहित्य और सिनेमा, एमिचरबी, जेडि डि जेरी, साहित्य प्रकाश, 2014.
- साहित्यिक दस्तावेजों का विश्लेषण (विश्व) पृष्ठ संख्या 206-212, साहित्यिक सिनेमा और साहित्यिक दस्तावेजों का विश्लेषण, एमिचरबी, जेडि डि जेरी, 2013.

Suggested readings

- सिनेमा और संस्कृति, जेडि डि जेरी, भागी प्रकाश, प्रकाश जेरी, 2018.
- जीवन की साहित्यिक चिन्मय, प्रकाश गुजरा
- सिनेमा और अर्थ, अत. के. एमिचरबी
- साहित्य, संस्कृति और अर्थ पर विचारों की एक नयी संश्लेषण, एमिचरबी, जेडि डि जेरी, 2010, पृष्ठसंख्या 23-41.
- सिनेमा साहित्यिक सिनेमा, अत. के. एमिचरबी, जेडि डि जेरी, 2008.
- अर्थ और साहित्यिक सिनेमा: अत. के. एमिचरबी, जेडि डि जेरी, 2010, पृष्ठसंख्या 86-106, साहित्यिक सिनेमा और साहित्यिक दस्तावेजों का विश्लेषण (विश्व प्रकाश)
- हिन्दी साहित्यिक सिनेमा और अर्थ पर विचारों की एक नयी संश्लेषण, एमिचरबी, जेडि डि जेरी, 2010, पृष्ठसंख्या 23-41.
- अर्थ और साहित्यिक सिनेमा: अत. के. एमिचरबी, जेडि डि जेरी, 2010, पृष्ठसंख्या 86-106, साहित्यिक सिनेमा और साहित्यिक दस्तावेजों का विश्लेषण (विश्व प्रकाश)

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time.

VAC 1: सृजनवादीक लेखन के अध्ययन**Credit distribution, Eligibility and Pre-requisites of the Course:**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisites of the course
		Lecture	Tutorial	Practical/ Practice		
सृजनवादीक लेखन के अध्ययन	02	1	0	1	Pass in Class 12 th	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- सृजनवादीक लेखन और आधुनिक लेखन का अर्थपूर्ण परिचय कराना
- विचारों का प्रभावी प्रस्तुति करना
- सृजनवादीक विचार और लेखन क्षमता को विकसित करना
- सीखने का लेखन की समग्र विकसित करना

Learning outcomes

The Learning Outcomes of this course are as follows:

- सृजनवादीक विचार और लेखन क्षमता को विकसित हो सकेगा
- लेखन और मौखिक अभिव्यक्ति की प्रभावी क्षमता विकसित हो सकेगी
- सीखने का लेखन की समग्र विकसित होगी
- विद्यार्थी से अपनी परिचय, समाज तथा राष्ट्र के प्रति सौंदर्यपूर्णता को विकसित होगा

SYLLABUS OF सृजनवादीक लेखन के अध्ययन**UNIT – 1 सृजनवादीक लेखन****(3 Weeks)**

- सृजनवादीक लेखन : अर्थ, प्रकार और शैली

- सुझावनामक लेखन और परिवेश
- सुझावनामक लेखन और व्यक्तिगत निवेदन

UNIT - 8 सुझावनामक लेखन : भाषा का संदेश

[3 Weeks]

- भाषा और विचार का अन्वय में सम्बन्ध
- संविधिक का अन्वय की विविधता उचित थी
- चिन्तन तथा इलेक्ट्रॉनिक उपकरणों की भाषा का अन्वय

UNIT - 9 सुझावनामक लेखन - विविध आवास

[3 Weeks]

- कठिन, गीला, समुद्र का
- इलाक - पर्वत शिखर,
- पर्वतक, शीतल, अनुपस्थित

Practical component (if any) -

[15 Weeks]

- कक्षा में प्रत्येक विद्यार्थी द्वारा "मेरी चढ़ती रक्षा" शीर्षक से किसी भी विषय में लेखन
 - किसी भी साहित्यिक प्रकार का भाषा की दृष्टि से विश्लेषण
 - इकाई- 3 में प्रविष्टिगत विषयों में विद्यार्थियों को द्वारा लेखनात्मक अनुभूति कराई
 - प्रत्येक इकाई से संबंधित लेखन प्रोजेक्ट कराई
1. साम्प्रदायिक विषयों पर किसी भी विषय में लेखन - बदलते जीवन शैली, जातधर्म, राष्ट्र-निवेदन में राष्ट्र की भूमि का, युवाओं के कल्याण, पर्यावरण संरक्षण, लोकतन्त्र में नैतिकता की भूमिका, औद्योगिक क्रांति से उत्पन्न हुए साम्प्रदायिक विषय
 2. कि सी उपस्थिति, गीला, पर्वत, शीतल और कि सी इलाक का अन्वय लेखन इस पर भी प्रोजेक्ट कराई
 - चिन्तन आवास के संदेश, राजनीति, आर्थिक और विज्ञान आवास आदि से अनुभूति प्राप्त कर भाषा की दृष्टि से विश्लेषण
 - इलेक्ट्रॉनिक का अन्वय के इलाक, आवासीय, विज्ञान आदि पर भाषा की दृष्टि से विश्लेषण
 - आवासीय जो, जो उच्च प्रौद्योगिकी विषयों के अन्वय अनुभव प्राप्त कराई

- Any other Practical/Practice as decided from time to time

Essential/recommended readings

- लेखन एक प्रवास, हरीश चन्द्र कण्ठपात्र
- रचनात्मक लेखन, डॉ. रमेश मीशम
- साहित्य – चिंतन: रचनात्मक अभ्यास, रघुशुभ

Suggested readings

- अग्नि की उड़ान, अबुल कलाम आजाद
- टेसीवि जन की श्राप - हरीश चन्द्र वर्णवाल, राधाकृष्ण प्रकाशन, नई दिल्ली
- छोटे पदों का लेखन, हरीश नवल
- काव्यशास्त्र : रचनात्मक संशोधन, डॉ. राजमणि शर्मा
- कविता रचना प्रक्रिया, कुन्तल बिमल

Examination scheme and mode: Subject to directions from the Examination Branch/University of Delhi from time to time

विकास शर्मा
16/11/22
REGISTRAR