

University of Rajasthan Jaipur

SYLLABUS

Ability Enhancement Course (AEC)

Foundation of English Language : A Comprehensive Introduction

I & II Semester

Examination-2024-25

Rj/Tay
Dy. Registrar
(Academic)
University of Rajasthan
JAIPUR

Foundations of English Language: A Comprehensive Introduction

2023-24

Semester I

General English

Credit: 2

Duration: 3 hrs

Max. Marks: 50

(40 + 10)

The syllabus aims at achieving the following objectives:

1. Enhancing vocabulary with different types of words
2. Translation from Hindi to English and vice versa
3. Reinforcing selected components of grammar and usage
4. Strengthening comprehension of poetry, prose and short-stories
5. Strengthening compositional skills in English for paragraph writing. CVs and job applications.

The Pattern of the Question Paper will be as follows:

Unit I: Vocabulary and Translation

(20 marks) (5)

1. Homophones and Homonyms (06)
2. Translation of 05 Words from Hindi to English (07)
from English to Hindi (07)

Unit II: Grammar and Usage

(15 marks) (5)

3. Elements of a Sentence (05)
4. Tense (05)
5. Punctuation of a Short Passage with 10 Punctuation Marks (05)
(As discussed in Quirk and Greenbaum)

Unit III: Comprehension

(45 marks) (10)

Following Essays and Stories in *Essential Language Skills* revised edition compiled by Macmillan for University of Rajasthan General English B. A. /B. Com./B. Sc.

Candidates will be required to answer 5 questions out of ten questions from the prescribed texts. Each question will be of two (5) marks. (25)

6. Bernard Shaw *Spoken English and Broken English*
7. Ruskin Bond *Night Train at Deoli*
8. M.K. Gandhi *The Birth of Khadi*

9. The candidates will be required to answer 5 questions from an unseen passage. (15)

10. One vocabulary question of 5 words from the given passage. (5)

Unit IV: Compositional Skills

(20 marks) (20)

11. Formal Letter and Writing Emails (10)
12. Paragraph Writing (10)

Recommended Reading:

PJ/Vay
DY Registrar
(General Ed)
University of Rajasthan
JAIPUR
Raj

Sasikumar, V., Dutta and Rajeevan, A Course in Listening and Speaking-I Foundation Books. 2005.

Sawhney, Panja and Verma eds. English At the Workplace, Macmillan 2003.

Singh, R.P. Professional Communication. OUP. 2004

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Arthur Waldhorn and Arthur Zeiger, English Made Simple. Upa and Co.

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Quirk and Greenbaum: A University Grammar of English Longman, 1973

Foundations of English Language: A Comprehensive Introduction
2023-24
Semester II

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(40+10)

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1. One Word Substitution, Antonyms & Synonyms
2. Translation of 05 Sentences :from Hindi to English
:from English to Hindi

(~~25~~ marks) (5)

Unit II: Grammar and Usage

3. Transformation of Sentences
 - a. Direct and Indirect Narration
 - b. Active and Passive Voice
4. Modals

(~~20~~ marks) (5)

Unit III: Comprehension
marks)

Following Essays and Stories in *Essential Language Skills* revised edition compiled by Macmillan for University of Rajasthan General English B. A. /B. Com./B. Sc.

Candidates will be required to answer 2 questions out of four questions from the prescribed texts. Each question will be of five (5) marks. (10)

(10) (10)

5. J.L. Nehru
6. Martin Luther King Jr.

A Tryst with Destiny
I have a Dream

PJ / Jay

Ray

7. The candidates will be required to answer 5 questions from an unseen passage.

8. One vocabulary question of 10 words from the given passage.

Unit IV: Compositional Skills

9. CV's and Job Applications (Cover Letter) and Newspaper Report

(30 marks) (20)

Recommended Reading:

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Sawhney, Panja and Verma eds. English At the Workplace, Macmillan 2003.

Singh, R.P. Professional Communication. OUP. 2004

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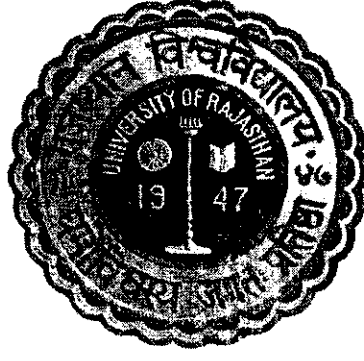
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R. J. Jay

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JAIPUR

Hindi



University of Rajasthan Jaipur

SYLLABUS

Ability Enhancement Course (AEC)

(Three/Four Year Under Graduate Programme in Arts)

I & II Semester

Examination-2024-25

P. S. Jain
Off. Registrar
Academics
University of Rajasthan
Jaipur

बी.ए./बी.एससी./बी. कॉम – प्रथम सेमेस्टर

सामान्य हिन्दी (व्याकरण)

2 क्रेडिट– 50 अंक
प्रश्न पत्र– 40 अंक
आंतरिक मूल्यांकन– 10 अंक

उद्देश्य (Objectives)	<ol style="list-style-type: none">1. विद्यार्थियों में अभिव्यक्ति कौशल विकसित करना।2. हिन्दी भाषा को अधिक सशक्त और व्यापक बनाना तथा विद्यार्थियों में भाषा प्रयोग की क्षमता को विकसित करना।3. शोध के लिए नवीन शैक्षिक दृष्टि की पृष्ठभूमि तैयार करना।4. सृजनात्मक लेखन तथा आलोचनात्मक दृष्टि का विकास करना।
अधिगम प्रतिफल (Learning Outcomes)	<ol style="list-style-type: none">1. भाषायी ज्ञान से अभिव्यक्ति और सम्प्रेषण कौशल का परिमार्जन हो सकेगा।2. हिन्दी व्याकरण का ज्ञान सृजनात्मकता में उपयोगी सिद्ध हो सकेगा।3. भाषायी क्षमता से वैश्विक परिदृश्य में हिन्दी का उन्नयन कर सकेंगे।4. हिन्दी भाषा का व्यावहारिक ज्ञान प्राप्त कर सकेंगे।

प्रश्नपत्र का अंक विभाजन

यह प्रश्नपत्र तीन खण्डों (अ, ब, स) में विभक्त है।

खण्ड– अ के अंतर्गत प्रश्न संख्या 1 में इकाई 1 के भाग (क) एवं (ख) तथा इकाई 2 के भाग (क) एवं (ख) प्रत्येक से दो-दो प्रश्न कुल आठ प्रश्न पूछे जाएंगे। प्रत्येक प्रश्न 02 अंक का होगा।

खण्ड– ब के अंतर्गत प्रश्न संख्या 2, 3 में इकाई 3 के भाग (क) एवं भाग (ख) से एक-एक प्रश्न पूछा जाएगा। प्रत्येक प्रश्न 04 अंक का होगा।

खण्ड– स के अंतर्गत प्रश्न संख्या 4, 5, 6 दीर्घ उत्तरीय प्रश्न हैं जिसमें इकाई 4 के भाग (क) से दो प्रश्न (प्रत्येक 04 अंक) तथा भाग (ख) से एक प्रश्न (आंतरिक विकल्प सहित) 8 अंक का होगा।

इकाई-1

(क) शब्द निर्माण– उपसर्ग एवं प्रत्यय, संधि एवं समास।

(ख) शब्द के प्रकार– संज्ञा, सर्वनाम, विशेषण, क्रिया, क्रिया-विशेषण।

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इकाई-2

- (क) शब्द एवं वाक्यगत अशुद्धि संशोधन।
(ख) मुहावरे एवं लोकोक्तियाँ अर्थ एवं वाक्य प्रयोग।

इकाई-3

- (क) संक्षेपण।
(ख) पल्लवन।

इकाई-4

- (क) पत्र लेखन शासकीय एवं अर्द्धशासकीय पत्र, कार्यालय आदेश, अधिसूचना, ज्ञापन, अनुस्मारक निविदा का प्रारूप।
(ख) निबंध लेखन (शब्द सीमा-400)

आंतरिक मूल्यांकन

राजस्थान के किसी ऐतिहासिक अथवा सांस्कृतिक स्थल की यात्रा पर विवरणात्मक लेख।

अनुशंसित ग्रंथ-

1. हिन्दी व्याकरण- कामताप्रसाद गुरु
2. हिन्दी की वर्तनी और शब्द विश्लेषण- किशोरी दास वाजपेयी
3. हिन्दी भाषा की संरचना- भोलानाथ तिवारी
4. अच्छी हिन्दी- रामचन्द्र वर्मा
5. आधुनिक हिन्दी व्याकरण और रचना- डॉ. वासुदेवनन्दन प्रसाद, भारती भवन पब्लिशर्स एण्ड डिस्ट्रीब्यूटर्स
6. हिन्दी का मानक स्वरूप - देवर्षि कलानाथ शास्त्री, साहित्यागार, जयपुर
7. अनुप्रायोगिक हिन्दी- डॉ. कृष्ण कुमार गोस्वामी, अरुणोदय प्रकाशन, नई दिल्ली

बी.ए./बी.एससी./बी.कॉम- द्वितीय सेमेस्टर

सामान्य हिन्दी (साहित्य)

2 क्रेडिट-50 अंक

प्रश्नपत्र-40 अंक

आंतरिक मूल्यांकन-10 अंक

उद्देश्य (Objectives)	<ol style="list-style-type: none">1. यह नवीन पाठ्यक्रम विद्यार्थियों में जिज्ञासा, कौशल और शोध को ध्यान में रखकर बनाया गया है जो न केवल इनको बढ़ावा देगा अपितु नवीन सृजनात्मकता के विकास में सहायक होगा।2. साहित्यकारों के विचारों से परिचित होना तथा उनके दृष्टिकोणों को भावी पीढ़ी हेतु प्रभावी बनाना।3. हिन्दी भाषा को अधिक सशक्त और व्यापक बनाना तथा भाषायी कौशलों को विकसित करना।4. शोध के लिए नवीन शैक्षिक दृष्टि की भावभूमि तैयार करना।5. सृजनात्मक लेखन के प्रति आकर्षण और पौढ़ता की भावना को अधिक सहज बनाना।
अधिगम प्रतिफल (Learning Outcomes)	<ol style="list-style-type: none">1. आधुनिक भारत के निर्माण में अनुशासन, सहयोग और समन्वय की भावना का विकास सम्भव हो सकेगा।2. विद्यार्थियों में सामाजिकता और समरसता की भावना का विकास हो सकेगा।3. लेखक/कवि की मूल भावना का विकास तथा समाजोपयोगी कार्य में गति आ सकेगी।4. संस्कृति, धर्म और आदर्श के नवीन प्रतिमान स्थापित हो सकेंगे।5. यथार्थ अनुभूति का समावेश तथा कल्पना का विस्तार सम्भव हो पायेगा।

प्रश्नपत्र का अंक विभाजन

यह प्रश्नपत्र तीन खण्डों (अ, ब, स) में विभक्त है।

खण्ड- अ के अंतर्गत प्रश्न संख्या 1 अतिलघूत्तरी प्रश्न है, जिसमें सम्पूर्ण पाठ्यक्रम से 12 प्रश्न पूछे जाएंगे। प्रत्येक प्रश्न 1/2 अंक का होगा।

खण्ड- ब के अंतर्गत प्रश्न संख्या 2, 3, 4, 5 सप्रसंग व्याख्या का है, जिसमें प्रत्येक इकाई से एक अवतरण (एक पाठ से एक) कुल 04 अवतरण आंतरिक विकल्प सहित व्याख्या हेतु पूछे जाएंगे। प्रत्येक प्रश्न 03 1/2 अंक का होगा।

Dy. Registrar
(Accounts)
3
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खण्ड— स अंतर्गत प्रश्न संख्या 6, 7, 8, 9 दीर्घ उत्तरीय प्रश्न हैं, जिसमें प्रत्येक इकाई से एक प्रश्न आंतरिक विकल्प सहित पूछा जाएगा। प्रत्येक प्रश्न 05 अंक का होगा।

इकाई—1 गद्य भाग

कहानी : ईदगाह — प्रेमचन्द
कहानी : उजाले के मुसाहिब — विजयदान देथा
निबंध : नाखून क्यों बढ़ते हैं— हजारी प्रसाद द्विवेदी
लेख : आज भी खरे हैं तालाब— अनुपम मिश्र

इकाई— 2 गद्य भाग

व्यंग्य : इंस्पेक्टर मातादीन चाँद पर — हरिशंकर परसाई
संस्मरण : शरत के साथ बिताया कुछ समय — अमृतलाल नागर
रेखाचित्र : नीलू — महादेवी वर्मा
डायरी : राष्ट्रपति राधाकृष्णन से भेंट, 8 जनवरी, कलकत्ता — रामधारी सिंह दिनकर

इकाई 3 पद्य भाग

कबीरदास — कबीर ग्रंथावली, संपादक श्याम सुन्दर दास

गुरुदेव को अंग प्रथम 5 साखियाँ

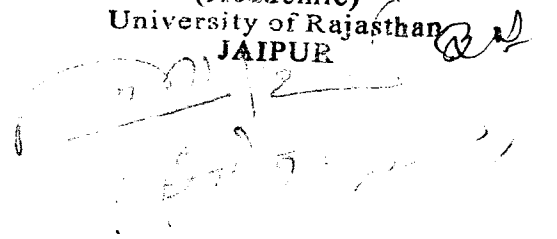
विरह को अंग प्रथम 5 साखियाँ

सूरदास— सूरसागर सार, संपादक डॉ. धीरेन्द्र वर्मा (कुल 05 पद)

चरण कमल बन्दौ हरिराई

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4



यशोदा हरि पालने झुलावै
खेलन में को काको गुसैया
आयो घोष बड़ो व्यापारी
संदेसो देवकी सों कहियो

तुलसीदास— श्रीरामचरितमानस – लंका काण्ड
(रावनु रथी विरथ रघुवीरा... निज निज प्रभुआन।)

मीरा— पदावली, संपादक शंभुसिंह मनोहर
बसो मेरे नैनन में नंदलाल (पद सं. 2)
मेरो तो गिरधर गोपाल दूसरो न कोई (पद सं. 10)
मैं तो साँवरे के रंग राची (पद सं. 11)
मैं तो गिरधर के घर जाऊँ (पद सं. 12)
माई री ! मैं तो लियो गोविन्दो मोल (पद सं. 13) –

इकाई 4 पद्य भाग

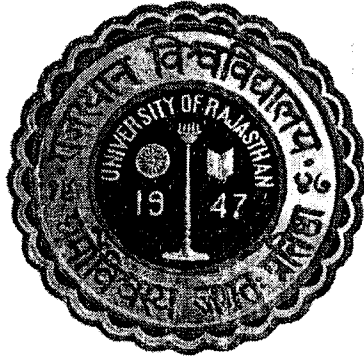
मैथिली शरण गुप्त— मातृभूमि
निराला – बादल राग-6, वह तोड़ती पत्थर
अज्ञेय— हिरोशिमा, जो पुल बनाएँगे, साँप
नागार्जुन— गुलाबी चूड़ियाँ, अकाल और उसके बाद

आन्तरिक मूल्यांकन

राजस्थान के किसी हिंदी रचनाकार की साहित्य-साधना पर विस्तृत निबंध।

5

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(15 marks) (5)

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4. Tense (05)
5. Punctuation of a Short Passage with 10 Punctuation Marks (05)
(As discussed in Quirk and Greenbaum)

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(45 marks) (10)

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7. Ruskin Bond *Night Train at Deoli*
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10. One vocabulary question of 5 words from the given passage. (5)

Unit IV: Compositional Skills

(20 marks) (20)

11. Formal Letter and Writing Emails (10)
12. Paragraph Writing (10)

Recommended Reading:

PJ/Vay
DY Registrar
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Sasikumar, V., Dutta and Rajeevan, A Course in Listening and Speaking-I Foundation Books. 2005.

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Foundations of English Language: A Comprehensive Introduction
2023-24
Semester II

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(40+10)

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(~~25~~ marks) (5)

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3. Transformation of Sentences
 - a. Direct and Indirect Narration
 - b. Active and Passive Voice
4. Modals

(~~20~~ marks) (5)

Unit III: Comprehension
marks)

Following Essays and Stories in *Essential Language Skills* revised edition compiled by Macmillan for University of Rajasthan General English B. A. /B. Com./B. Sc.

Candidates will be required to answer 2 questions out of four questions from the prescribed texts. Each question will be of five (5) marks. (10)

(10) (10)

5. J.L. Nehru
6. Martin Luther King Jr.

A Tryst with Destiny
I have a Dream

PJ / Jay

Boj

7. The candidates will be required to answer 5 questions from an unseen passage.

8. One vocabulary question of 10 words from the given passage.

Unit IV: Compositional Skills

9. CV's and Job Applications (Cover Letter) and Newspaper Report

(30 marks) (20)

Recommended Reading:

Sasikumar, V., Dutta and Rajeevan, A Course in Listening and Speaking-I Foundation Books. 2005.

Sawhney, Panja and Verma eds. English At the Workplace, Macmillan 2003.

Singh, R.P. Professional Communication. OUP. 2004

Judith Leigh. CVs and Job Applications. OUP. 2004

Arthur Waldhorn and Arthur Zeiger, English Made Simple. Upa and Co.

Gunashekar ed. A Foundation English Course for Undergraduates. Book I, CIEFL, Hyderabad.

Quirk and Greenbaum: A University Grammar of English Longman, 1973

R. J. Jay

Dy. Registrar
(Academic)
University of Rajasthan
JAIPUR



**UNIVERSITY OF RAJASTHAN
JAIPUR**

SYLLABUS

Three/Four Year Undergraduate Programme B.A.

I & II Semester 2023-24

III & IV Semester 2024-25

V & VI Semester 2025-26

Rj | Jais
Dy. Registrar
(Academic)
University of Rajasthan
JAIPUR

As per NEP 2020

Raj Jais
Dy. Registrar
(Academic)
University of Rajasthan
JAIPUR

ENGLISH LITERATURE
BA Semester I
Paper I: Poetry and Drama – I

The Syllabus aims at achieving the following objectives:

- Interpretation and appreciation of selected texts from the genres of poetry, drama, prose and fiction.
- Strengthening skills of note making, summarizing and dialogue writing.
- Understanding texts with specific reference to genres, forms and literary terms.
- Appreciate the texts in terms of their aesthetic value
- Students should be able to evaluate the texts in terms of literary devices used such as simile, metaphor, personification, pun, and irony
- Evaluate the texts in terms of progression of history of English literature from William Shakespeare to the Neo-Classical era
- Develop a deeper understanding of Indian literary texts

Course outcomes:

- **Demonstrate Knowledge of Literary Movements:** Students will be able to identify and discuss major literary movements and trends in English literature from 1350 to 1660, including but not limited to the Renaissance, Elizabethan drama, metaphysical poetry, and early modern prose.
- **Analyze Literary Works:** Students will develop the ability to analyze and interpret a variety of literary works from the period, considering their historical context, themes, styles, and literary techniques employed by major writers such as John Donne, Shakespeare, Ben Jonson, and Milton.
- **Identify and Analyze Poetic Forms and Techniques:** Students will be able to identify and analyze various poetic forms (e.g., sonnet, lyric, ballad) and techniques (e.g., meter, rhyme, imagery) used in poems selected from "The Golden Treasury."
- **Contextualize Poems within Literary History:** By studying poems from "The Golden Treasury," students will gain an understanding of the anthology's place within the broader context of English literary history, including its role in the Victorian era's poetic revival and its influence on subsequent generations of poets.
- **Identify and Analyze Dramatic Forms and Techniques:** Students will be able to identify and analyze various dramatic forms (e.g., tragedy, comedy, tragicomedy) and techniques (e.g., soliloquy, dramatic irony, character development) used by Shakespeare, Beaumont, Jonson, Marvell, and Milton in their plays.

Program Code: UG9103

Maximum Marks: 150

Division of Marks

Semester Examination: Marks: 150

Total: 150

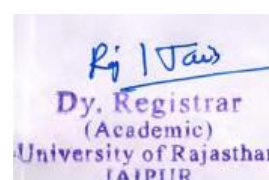
Credits: 6

Min. Pass Marks: 40

Duration: 3 hrs

Question No. 1: Is compulsory and will have two parts and will be of 20 marks in total.

Part A - References to Context



Candidate will be required to explain **four (4)** passages of Reference to Context with 5 marks each with a total of **20 Marks**.

Knowledge of Literary Terms and Poetry Appreciation and usages of drama is required.

Part B - The student will be required to attempt 2 questions out of 4. Each question will carry 25 marks each to a total of **50 marks**.

Part C -The other 4 questions will be Essay-type questions of **20 marks** each, one from each unit with internal choice.

UNIT I

1. History of English Literature from 1350 to 1660 (Social, Political and Cultural Background; Major literary movements and seminal characteristics of the period; Major writers and their works)

UNIT II

2. William Shakespeare : *A Consolation, The Triumph of Death, Soul and Body*
3. Francis Beaumont: *On The Tombs in Westminster Abbey*
4. Ben Jonson: *The Noble Nature*
5. John Fletcher: *Melancholy*
6. John Donne: *Death be not Proud*
7. Andrew Marvell: *The Garden*
8. J. Milton: *On His Blindness*

UNIT III

The following poems from *The Golden Treasury of Indo – Anglican Poetry*, V. K. Gokak.

9. Vivekananda : *The Cup*
10. Henry L. Derozio : *To the Pupils of the Hindu College,
The Harp of Indian*
11. Toru Dutt : *Laxman, Our Casuarina Tree*
12. ShosheeChunder Dutta : *Sivajee, India*

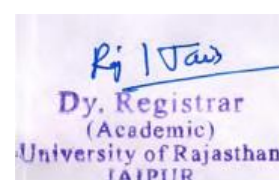
UNIT IV

13. W. Shakespeare : *Twelfth Night*
14. Tagore : *The Post Office*
15. Tutorials : *Quiz, Seminar, Group Discussion, Presentation, Project*

Reference Books-

Poet's Pen: An Anthology of English Verse Paperback – by [Dustoor P.E.](#) (Author), [Homai P. Dustoor](#) (Author) (Oxford University Press)

The New Oxford Book of English Verse, 1250-1950 (Oxford Books of Verse) by [Helen Gardner](#) (Editor)



Indian Writing in English by [K.R.Srinivasalyengar](#) .Sterling Publishers Pvt.Ltd

A History of Indian English Literature by [M.K.Naik](#) SahityaAkademi

The Golden Treasury of Indo-Anglian Poetry, 1828-1965 by [Vinayak Krishna Gokak](#) (Editor)SahityaAkademi

The Golden Treasury: Francis T. Palgrave

History of English Literature byHudson

Pelican Guide to English Literature byBoris Ford ed:

Note: The texts with colonial implications have to be taught from a postcolonial standpoint.

Semester II

Paper II – Prose and Fiction - I

The Syllabus aims at achieving the following objectives:

- Interpretation and appreciation of selected texts from the genres of poetry, drama, prose and fiction.
- Understanding texts with specific reference to genres, forms and literary terms.
- To develop knowledge of major literary terms and figures of speeches
- To be able to understand the political, economic, social and intellectual background
- To introduce essay as a genre of literature and acquaint with important essayists and their style of writing
- To enhance comprehension through a close study of short stories, their writers, narrative techniques and thematic concerns
- To learn forms of formal communication

Course outcomes:

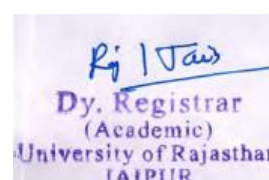
- **Examine Contributions to Epistemology and Metaphysics:** Students will explore the contributions of Bacon, Russell, Lucas, and Addison to epistemology (the theory of knowledge) and metaphysics (the study of the nature of reality), examining their perspectives on issues such as truth, perception, causation, and the nature of existence.
- **Compare and Contrast Philosophical Perspectives:** Students will compare and contrast the philosophical perspectives and methodologies of Bacon, Russell, Lucas, and Addison, examining how each philosopher approaches questions of knowledge, ethics, politics, and human nature.
- **Identify and Analyze Literary Themes and Styles:** Students will be able to identify and analyze key literary themes, styles, and techniques employed by Leigh Hunt, Robert Louis Stevenson, H.H. Munro, and R.K. Narayan in their works, including Romanticism, Gothic literature, satire, and realism.
- **Develop Literary Analysis Skills:** Students will develop skills in literary analysis, focusing on aspects such as character development, narrative structure, symbolism, and thematic exploration in the works of Hunt, Stevenson, Munro, and Narayan.
- **Structure and Format Reports:** Students will learn to structure and format reports effectively, including title pages, executive summaries, table of contents, introduction, methodology, findings, conclusions, and recommendations.
- **Deliver Clear and Confident Presentations:** Students will develop verbal and non-verbal communication skills to deliver presentations with clarity, confidence, and enthusiasm.

Program Code: UG9103

Credits: 6

Maximum Marks: 150

Min. Pass Marks: 40



Division of Marks

Duration: 3 hrs

Semester Examination: Marks: 150

Total: 150

Question No. 1: Is compulsory and will have two parts and will be of 20 marks in total.

Part A - References to Context

Candidate will be required to explain four (4) passages of Reference to Context with 5 marks each with a total of 20 Marks.

Knowledge of Literary Terms and Poetry Appreciation and usages of drama is required.

Part B - The student will be required to attempt 2 questions out of 4. Each question will carry 25 marks each to a total of 50 marks.

Part C -The other 4 questions will be Essay-type questions of 20 marks each, one from each unit with internal choice.

UNIT I

1. Bacon : *Of Studies*
2. B. Russell : *Knowledge and Wisdom*
3. Lucas : *Third Thoughts*
4. Joseph Addison : *Popular Superstitions*
5. H. Belloc : *On Educational Reform*

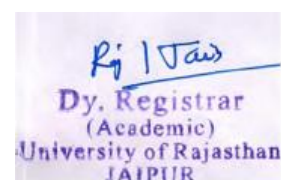
UNIT II

6. Leigh Hunt : *On Getting Up on Cold Mornings*
7. R. L. Stevenson : *El Dorado*
8. H.H. Munro (Saki) : *The Open Window*
9. R.K. Narayan : *An Astrologer's Day*

UNIT III

10. K. Mansfield : *A Cup of Tea*
11. R. Tagore : *Living or Dead*
12. E. Hemingway : *Old Man at the Bridge*
13. George Orwell: : *Animal Farm (Novel)*

UNIT IV



14. Prose Appreciation

15. Formal Communication

16. Report Writing

17. Presentations Skills

18. Tutorials : *Quiz, Seminar, Group Discussion, Presentation, Project*

Reference Books

English Prose Selections (O.U.P.) ed. Dr. S.S. Deo et al.

The Art of the Essayist By Lockitt, C. H. (ed.)

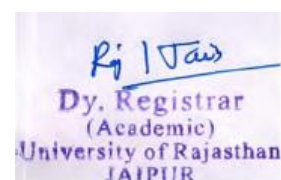
Popular Short Stories ed. By Board of Editors (O.U.P.)

Malgudi Days by [R. K. Narayan](#) Indian Thought Publications

Mohan, Krishna., Raman, Meenakshi. *Effective English Communication*. Tata McGraw Hill, New Delhi, 2009.

The Handbook of Creative Writing. Ed. Steven Earnshaw, Edinburgh University Press, London, 2007.

English at the Workplace eds. Sawhney Panja and Varma (Macmillan)



English Literature
B.A. Part II
Semester III

The Syllabus aims at achieving the following objectives:

1. Interpretation and appreciation of selected texts from the genres of poetry, drama, prose and fiction.
2. Strengthening skills of note making, summarizing and dialogue writing.
3. Understanding texts with specific reference to genres, forms and literary terms.

Course outcomes:

- Demonstrate a comprehensive understanding of the literary styles and themes
- Analyze and interpret selected works of each poet, identifying key literary devices, themes, and historical contexts.
- Critically assess the role of each poet in the development of Romantic literature and its broader cultural implications.
- Evaluate the impact of socio-political, religious, and philosophical ideologies on the writings
- Discuss the representation and exploration of identity, culture, and spirituality in the works

Paper III: Poetry and Drama – II

- Introduce Pre-Romantic and Romantic poetry, its characteristics and themes and major poets
- Explain features of Romantic Poetry: Return to Nature, simplicity and rural life
- Develop a deep understanding of Indian Poets
- Appreciate the poetry and concerns of Indian Poets: Kamala Das, Ramanujan and others
- Introduce Feminism
- To help create a better understanding of Symbolism

Program Code: UG9103

Credits: 6

Maximum Marks: 150

Min. Pass Marks: 40

Division of Marks

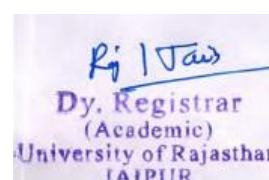
Duration: 3 hrs

Semester Examination: Marks: 150

Total: 150

Question No. 1: Is compulsory and will have two parts and will be of 20 marks in total.

Part A - References to Context



Candidate will be required to explain four (4) passages of Reference to Context with 5 marks each with a total of 20 Marks.

Knowledge of Literary Terms and Poetry Appreciation and usages of drama is required.

Part B - The student will be required to attempt 2 questions out of 4. Each question will carry 25 marks each to a total of 50 marks.

Part C -The other 4 questions will be Essay-type questions of 20 marks each, one from each unit with internal choice.

UNIT I

1. Oliver Goldsmith : *The Deserted Village*
2. William Blake : *London, To Summer*
3. William Cowper : *On the Receipt of My Mother's Picture*
4. William Wordsworth : *The World is Too Much with Us*
Three Years She Grew in Sun and Shower
5. S.T. Coleridge : *The Ancient Mariner (Part I)*
6. P.B. Shelley : *England in 1819*
7. John Keats : *To Autumn*

UNIT II

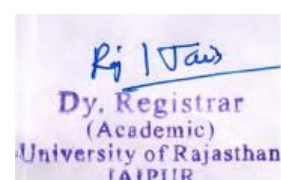
8. Nissim Ezekiel : *The Poet, Lover, Birdwatcher*
The Visitor
9. V.K. Gokak : *Space-Time Continuum*
10. Sri Aurobindo : *Transformation*

UNIT III

11. A.K. Ramanujan : *Of Mothers, Among Other Things*
Obituary, A River
12. Grieve Patel : *On Killing a Tree, Naryal Purnima*
13. Michael Madhusudan Dutt : *King Porus*
14. P. Seshadri : *Raksha Bandhan*

UNIT IIV

15. Harsha : *Nagananda (Translations by Palmer Boyd)*
16. Ibsen : *The Doll's House*
17. Tutorials : *Quiz, Seminar, Group Discussion, Presentation and Project*



Reference Books-

The Golden Treasury by Francis Turner Palgrave (OUP)

Poet's Pen: An Anthology of English Verse Paperback –

by [Dustoor P.E.](#) (Author), [Homai P. Dustoor](#) (Author) (Oxford University Press)

The New Oxford Book of English Verse, 1250-1950 (Oxford Books of Verse) by [Helen Gardner](#) (Editor)

Ten Twentieth Century Poets ed. R. Parthasarathy (O.U.P.):

Indian Writing in English by [K.R. Srinivasa Iyengar](#). Sterling Publishers Pvt. Ltd

A History of Indian English Literature by [M.K. Naik](#) Sahitya Akademi

Tagore: *The Post Office*. Hesperides Press (August 2014)

Semester IV

Paper IV - Prose and Fiction - II

- To explore the different essays and gain a wider understanding of the genre
- To comprehend short stories and learn to enjoy interesting prose passage
- To be able to identify and analyse literary devices used and figures of speech used in different kinds of prose
- To practice note making using various methods
- To learn the art of summarising long passages for better comprehension
- To practise theme writing that is clear, concise and coherent

Course outcomes:

- **Understanding Historical Contexts:** Students will demonstrate an understanding of the major historical events and periods that shaped Indian heritage.
- **Literary Analysis Skills:** Students will develop the ability to analyze and interpret various literary texts.
- **Narrative Structure:** Students will examine the narrative structure and style of the text.
- **Literary Criticism:** Students will engage in literary criticism and develop their own critical perspectives on the text.
- **Stylistic Analysis:** Students will analyze the effectiveness of different styles in conveying themes and emotions.

Program Code: UG9103

Credits: 6

Maximum Marks: 150

Min. Pass Marks: 40

Division of Marks

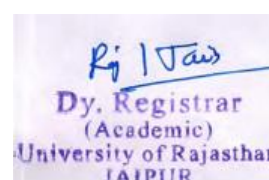
Duration: 3 hrs

Semester Examination: Marks: 150

Total: 150

Question No. 1: Is compulsory and will have two parts and will be of 20 marks in total.

Part A - References to Context



Candidate will be required to explain four (4) passages of Reference to Context with 5 marks each with a total of 20 Marks.

Knowledge of Literary Terms and Poetry Appreciation and usages of drama is required.

Part B - The student will be required to attempt 2 questions out of 4. Each question will carry 25 marks each to a total of 50 marks.

Part C -The other 4 questions will be Essay-type questions of 20 marks each, one from each unit with internal choice.

UNIT I

1. A.L. Basham : *The Heritage of India*
2. R.K. Narayan : *A Bookish Topic*
3. R. N. Tagore : *The Postmaster*
4. Pearl S Buck : *The Refugees*

UNIT II

5. D. R. Sharma : *That Pagli*
6. Alice Walker : *Am I Blue?*
7. J.B. Priestley : *Making Writing Simple*
8. J. Swift : *On Style*

UNIT III

9. V. S. Naipaul : *Among The Believers*
10. Charles Dickens : *Tale of Two Cities*

UNIT IV

7. Note Making, Summarizing
8. Theme Writing
7. Tutorials: *Quiz, Seminar, Group Discussion, Presentation, Project*

ENGLISH LITERATURE

BA Part III

Semester V

The Syllabus aims at achieving the following objectives:

1. Interpretation and appreciation of selected texts from the genres of poetry, drama, prose and fiction.
2. Strengthening skills of note making, summarizing and dialogue writing.
3. Understanding texts with specific reference to genres, forms and literary terms.

Course outcomes:

- Introduce Victorian and Modern poetry, its characteristics and themes
- Critically appreciate Hopkins as a bridge between the Victorians and the Moderns
- Appreciate the literary devices used in poetry
- Explore the genres of drama and its techniques
- Introduce Indian writing in English or its translation in English

Paper V: Poetry and Drama - III

- Introduce Victorian and Modern poetry its characteristics and themes and major poets
- Critically appreciate Hopkins as a bridge between the Victorians and the Moderns
- Introduce Indian Writing in English or its translation in English
- Trace the common themes of Indian Writing in English
- Appreciate the literary devices used in poetry and identify figures of speech
- Explore the genre of drama and its techniques
- Appreciate the plays of Girish Karnad and understand the techniques he employed to address the social issues through his plays
- Appreciate American drama and analyse the role of O'Neil in its development

Program Code: UG9103

Credits: 6

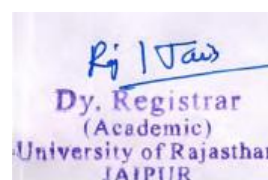
Maximum Marks: 150

Min. Pass Marks: 40

Division of Marks

Duration: 3 hrs

Semester Examination: Marks: 150



Total: 150

Question No. 1: Is compulsory and will have two parts and will be of 20 marks in total.

Part A - References to Context

Candidate will be required to explain four (4) passages of Reference to Context with 5 marks each with a total of 20 Marks.

Knowledge of Literary Terms and Poetry Appreciation and usages of drama is required.

Part B - The student will be required to attempt 2 questions out of 4. Each question will carry 25 marks each to a total of 50 marks.

Part C -The other 4 questions will be Essay-type questions of 20 marks each, one from each unit with internal choice.

UNIT I

1. Tennyson : *The Lotus – Eaters*
2. R. Browning : *The Last Ride Together*
3. M. Arnold : *The Scholar Gipsy*
4. G.M. Hopkins : *The Sea and the Skylark*
5. W.B. Yeats : *A Prayer for my Daughter*
6. T.S. Eliot : *Marina*
7. Wallace Stevens : *Thirteen Ways of Looking at a Blackbird*

UNIT II

8. Valmiki : *The Ramayana: The Bali Vadh Episode*
9. Mirabai : *I know Only Krsna*
10. Eunice D Souza : *Women in Dutch Painting*
11. O.N.V. Kurup : *Earthen Pots*

UNIT III

12. Ved Vyasa : *The Mahabharata: The Ekalavya Episode*
13. Namdev : *You have Put Up a Shadow*
14. A.K. Ramanujan : *Small-Scale Reflections on a Great House*
15. Umashankar Joshi : *Fragmented*
16. SitakantMahapatra : *The Election*

UNIT IV

17. Aurobindo Ghosh : *Vasavadutta*
18. Shudrak : *The Clay Toy-cart (Penguin)*
19. Tutorials : Quiz, Seminar, Group Discussion, Presentation, Project

Recommended Reading:

Poet's Pen: An Anthology of English Verse Paperback – by [Dustoor P.E.](#) (Author), [Homai P. Dustoor](#) (Author) (Oxford University Press)

The Golden Treasury by Francis Turner Palgrave (OUP)



Indian Literature: An Introduction (Pearson)

Texts and Their Worlds ed. By Anna Kurian Foundation Books, 2005

Semester VI

Paper VI: Prose and Fiction - III

- To be able to identify and analyse literary devices used and figures of speech used in different kinds of prose
- To be able to identify and analyse literary devices used and figures of speech used in different kinds of prose
- To be able to understand the techniques used by R K Narayan in writing of short stories and novel
- To be able to analyse the Indian novel and trace its development
- To practice translation and understand its nuances
- To learn the art of editing from the point of view of grammatical accuracy, coherence, cohesion and clarity
- To learn to write news reports as part of developing good writing skills

Course outcomes:

- To deepen students' understanding of each literary work while enhancing their analytical, interpretative, and critical thinking skills.
- To develop the ability to critically analyze and interpret prose texts, identifying key themes, motifs, and stylistic elements.
- To contextualize prose pieces within their historical, cultural, and literary backgrounds.
- To master the inverted pyramid structure commonly used in news reports.
- To enhance their editing and proofreading skills to ensure their reports are polished and error-free.

Program Code: UG9103

Credits: 6

Maximum Marks: 150

Min. Pass Marks: 40

Division of Marks

Duration: 3 hrs

Semester Examination: Marks: 150

Total: 150

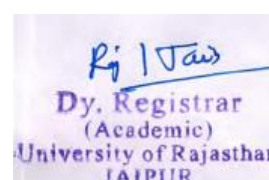
Question No. 1: Is compulsory and will have two parts and will be of 20 marks in total.

Part A - References to Context

Candidate will be required to explain four (4) passages of Reference to Context with 5 marks each with a total of 20 Marks.

Knowledge of Literary Terms and Poetry Appreciation and usages of drama is required.

Part B - The student will be required to attempt 2 questions out of 4. Each question will carry 25 marks each to a total of 50 marks.



Part C -The other 4 questions will be Essay-type questions of 20 marks each, one from each unit with internal choice.

UNIT I

1. MunshiPremchand : *The Chess-Players*
2. Intizar Hussain : *A Chronicle of the Peacocks*
3. IsmatChughtai : *Touch-Me-Not*
4. V.M. Basheer : *Birthday*
5. Shashi Deshpande : *My Beloved Charioteer*
6. Ambai : *A Kitchen in the Corner of House*

UNIT II

7. Amitav Ghose : *The Hungry Tide*
8. Chinua Achebe : *The Novelist As A Teacher*
9. Ambedkar : *Ranade, Gandhi and Jinnah (Essay)*

UNIT III

10. A Short Passage of about 10 simple sentences to be translated from Hindi to English.
11. Editing a short text (Grammaticality, Logically, Cohesion, Coherence)
12. Aldous Huxley : *Brave New World*

UNIT IV

13. Critical Analysis of a Prose Piece.
14. Writing a News Report
15. Tutorials : Quiz, Seminar, Group Discussion, Presentation, Project

Recommended Reading:

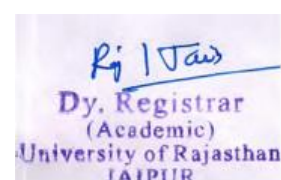
Short Stories *from texts and their worlds* edited by Anna Kurian Foundation Books, 2005

Indian Literature: An Introduction (Pearson)

Vandana R. Singh. *The Written Word* (O.U.P.)

K.M. Shrivastava: *News Reporting and Editing*, Sterling Publication

Dr. Babasahebh Ambedkar: *Writings and Speeches*, Vol 1, 2014





DEPARTMENT OF URDU & PERSIAN
UNIVERSITY OF RAJASTHAN,
JAIPUR-302004

SYLLABUS

(Three/Four Year Under Graduate Programme in Arts)

Semester Scheme

I & II Semester 2023-24

III & IV Semester 2024-25

V and VI Semester 2025-26

As per NEP-2020

Rj | Jais
Dy. Registrar
(Academic)
University of Rajasthan
JAIPUR

SEMESTER WISE PAPER TITLES WITH DETAILS

UG 9101				Four Year Bachelor of Arts Sub/Discipline-Urdu			
				CREDIT			
LEVEL	SEMESTER	TYPE	TITLE	L	T	P	TOTAL
1.	5	I	Major URD 51 T101 Prose & Grammar	6	Nil	Nil	6
2.	5	II	Major URD 52 T102 Poetry & Grammar	6	Nil	Nil	6

Syllabus: B.A. Arts (Urdu)

Semester-I

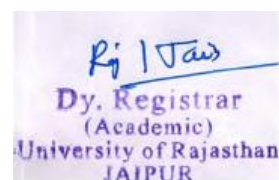
2023-24

URD 51 T101 Prose & Grammar

CODE OF COURSE	TITLE OF THE COURSE	LEVEL OF THE COURSE	CREDIT OF THE COURSE
URD 51 T101 Prose & Grammar	Prose & Grammar	5	6
Objective of the Course	<p>Type of the Course Delivery Type of the Course</p> <p style="text-align: center;">Major Lecture 45 hours</p> <p>Objective of the Course</p> <ol style="list-style-type: none"> 1. It explains basic grammar and the building blocks of the language. 2. It provides information about the summaries of the prose. 3. It teaches to frame critical questions and the importance of critic in language. 4. It gives the explanation of the texts. 		

Syllabus

URD 51 T101 Prose & Grammar



Max. Marks: 30+120

Min. Pass. Marks : 12+48

URD 51 T101 Prose & Grammar

3 Hours duration

30+120 Marks

Unit-I

Explanation of two out of four text from **Intakab-e-Nasr Hissa Awwal**

(The following component of Urdu Grammer)

(1) Hurf-e-Teajji aur uske Iqsam (2) Aerab (3) Tasdeed Aur Hamza (4) Rasmul Khat (5) Imla

Unit-II

Attempt any question with internal choice.

(The following component of Urdu Grammer)

(1) Muhawre aur Kahawte (2) Sabeqe aur Laheqe (3) Wahid aur Jama, Tazkir-o-Tanees.

(4) Ism

I to V Chapter from **Intakab-e-Nasr Hissa Awwal**

Unit-III

Summary of two Prose Lesson with Internal choice **Intakab-e-Nasr Hissa Awwal**

(1) Fail (2) Zameer (3) Sifat

VI to X Chapter from **Intakab-e-Nasr Hissa Awwal**

Unit-IV

Critical appreciation of prose writer with internal choice.

(1) Ism, Zameer, Fail, Sifat ki Iqsam.

XI to XIV Chapter from **Intakab-e-Nasr Hissa Awwal**

Books Prescribed:

1. *Intakab-e-Nasr Hissa Awwal : Uttarparadesh Urdu Academy, Lucknow*

Books Recommended:

2. *Jadeed il-ml-Balaghat by Abdul Majeed Khan*

3. *Dars-e-Balaghat : Taraqqi Urdu Buero, New Delhi*

Learning outcomes:



The learner will be able to:

1. It enables learner to have a grip on the grammar part.
2. The learner will be able to write summaries and frame questions without grammatical errors.
3. It makes learner friendly with the language.

Syllabus: B.A. Arts (Urdu)

Semester-II

Paper-I

2023-24

URD 52 T102 Poetry & Grammar

CODE OF COURSE	TITLE OF THE COURSE	LEVEL OF THE COURSE	CREDIT OF THE COURSE
URD 52 T102 Poetry & Grammar	Poetry & Grammar	5	6
Objective of the Course	Type of the Course Major Objective of the Course 1. It teaches the grammar at a moderate level. 2. It teaches ways to write poetry and explanation of its detailed meanings. 3. It makes grammar more clear and understanding of critical questions.	Delivery Type of the Course Lecture 45 hours	

Syllabus

URD 52 T102 Poetry & Grammar

Max. Marks : 30+120

Min. Pass. Marks : 12+48

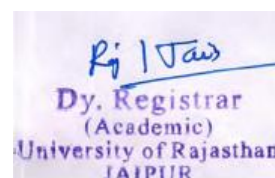
URD 52 T102 Poetry & Grammar

3 Hours duration

30+120 Marks

Unit-I

Explanation of two out of four Sheri Band from Shehpare (Nazm & Ghazliyat).



Unit-II

Summary of poetry with internal choice from Shehpare (Nazm).

Unit-III

Critical appreciation of Poetry Writer with internal choice(Momin, Meer, Dard).

Attempt any questions with internal choice:

(The following component of Urdu Grammar)

(1) Balaghat (2) Fasahat (3) Ilm-e-Bayan (4)Ilm-e-Badi

Unit-IV

Critical appreciation of Poetry Writer with internal choice (Nazeer, Hali, Ismail Merthi).

(The following component of Urdu Grammar)

Attempt any questions with internal choice:

(1) Sanay-e-Lafzi (2)Sanay-e- Manvi (3) Ramoz-e-Auqat (4) Tasgeer-o-Takbeer

Books Prescribed:

1. Shehpare (Nazm) Published by Idar-e-Nashr-o-Ishat
Allahabad University (1991)
2. Kachhua aur Khargosh (Bachcho Ke Liye Nazme) Writer Mohd. Ismail Merthi
Educational Publication House, Dehli

The following are prescribed from the Book:

(a) **Ghazliyat :**

Momin, Meer,Dard

(b) **Nazmein:**

Nazeer, Hali, Ismail Merthi

Recommends Books:

1. **Jadeed il-ml-Balaghat by Abdul Majeed Khan**
2. **Dars-e-Balaghat : Taraqqi Urdu Buero, New Delhi**



3. Tareekh-e-Adab Urdu by Naseem Qureshi

Learning outcomes:

The learner will be able to:

1. It enables student to understand importance of grammar in the language.
2. It enables and critical appreciation.
3. It enables learner to be more fluent with the language.

SEMESTER WISE PAPER TITLES WITH DETAILS

UG 9101		Four Year Bachelor of Arts Sub/Discipline-Urdu						
					CREDIT			
LEVEL	SEMESTER	TYPE	TITLE	L	T	P	TOTAL	
1.	5	III	Major	URD 53 T 103 Prose & Novel	6	Nil	Nil	6
2.	5	IV	Major	URD 54 T104 Ghazal & Nazm	6	Nil	Nil	6

Syllabus: B.A. Arts (Urdu)
Semester-III Paper-I
2024-25

URD 53 T103 Prose & Novel

CODE OF COURSE	TITLE OF THE COURSE	LEVEL OF THE COURSE	CREDIT OF THE COURSE
URD 53 T 103 Prose & Novel	Prose & Novel	5	6
Objective of the Course	Type of the Course Major Delivery Type of the Course Exam Duration 3.00 hours Objective of the Course 1. We will explains about Prose & Novel Progress and explanation about its writer and every parts of the novel and prose chapter. 2. It provides information about the summaries of the prose. 3. It teaches to frame critical questions and the importance of critic in language. 4. It gives the explanation of the texts.		

Marks Distribution					
Section-A	Short Answer Type Questions	Questions in the examinations will be made from all four units.	10 x 2=20	Question No.1	20
Section-B	Short essay Type Questions	Attempt any two questions out of 04 every questions carry 10 marks (with internal choice)	10 x 2=20	Question No. 2, 3, 4, 5	20
Section-C	Essay Type Questions	Attempt any four questions out of 08 every questions carry 20 marks (with internal choice)	20 x 4=80	Question No. 6,7,8,9 carry 2 optional questions	80
					120
Mid term exam Marks will also be included	7.5 Marks Attendance	7.5 Marks Assignment	15 Marks written exam		30
				Total Marks	150

**THIRD SEMESTER, SECOND YEAR
(B.A. Urdu)**

Syllabus

URD 53 T 103 Prose & Novel

Max. Marks: 30+120

Min. Pass. Marks : 12+48

53 T103 Prose & Novel

3 Hours duration

30+120 Marks

Compulsory questions: 10 short answer type questions

Unit I

1. Achchhi Kitaab by Maulvi Abdul Haq
2. Ek Mazedaar Kahani by Farahtullah Baig
3. Sind Bad Jahazi – Qissa Alif Laila
4. Haazir jawab joota by Abdul Haleem Sharar

Unit II

1. Hazrat Jigar Muradabadi by Khwaja Ahmed Farooqi
2. Chacha Chhakkan ne Timardari ki by Imtiyaz Ali Taaj
3. Duniya ba ummeed Qayam hai by Sir Sayyed Ahmed Khan

Unit III

1. Naam me kya rakha hai by Mujtaba Hussain
2. Sach aur jhoot ka razm naama by Mohammad Hussain Azaad
3. Khutoot – Ghalib, Azaad, Abdul Haq, Premchand


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Unit IV

1. Novel- Aangan by Khadeeja Mastoor.
2. Novel – It's components & importance(Ajzaye Tarkeebi).
3. Biography of Khadeeja Mastoor & struggles of his life (Halat-e-Zindagi).
4. Features of the novel of Khadeeja Mastoor (Khususiyat).
5. Inspectional aspect of characters in a novel(Novel Ke Kirdaro Ka Tanqeedi Jayeza).

Note: This Unit includes critical questions& biographies of the prescribed writers, summary of the chapters & explanation of passages from text of the chapter.

Prescribed Books :

1. Naya Intekhab (Hissa Part-II) Published by Department of Urdu, Delhi University, Delhi
2. Novel : Aangan by Khadeeja Mastoor

Recommend Books:

1. Tareekh-e-Adab-e-Urdu by Noor-ul-Hasan Naqvi
2. Khadeeja Mastoor Shakhshiyat aur Fun by Taj Begum Farrukhi
3. Urdu Maktoob Nigari by Shadab Tabassum

Zaal Noon Mishri aur Baarish - Hikayat, Paaras, Jungle Ke Khargosh, Hockey Ka Jadugar
these are chapters omitted from syllabus.

Learning outcomes:

The learner will be able to:

1. It enables learner to have a grip on the grammar part.
2. The learner will be able to write summaries and frame questions without grammatical errors.
3. It makes learner friendly with the language.

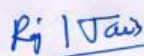
QUESTIONS IN THE EXAMINATIONS WILL BE MADE FROM ALL FOUR UNITS



**Syllabus
B.A.
Semester-IV
Paper-I
2024-25**

URD 54 T104 Ghazal & Nazm

CODE OF COURSE	TITLE OF THE COURSE	LEVEL OF THE COURSE	CREDIT OF THE COURSE
URD 54 T104 Ghazal & Nazm	Ghazal & Nazm	5	6
Objective of the Course	<p>Type of the Course Delivery Type of the Course</p> <p>Major Exam Duration 3.00 hours</p> <p>Objective of the Course</p> <ul style="list-style-type: none"> • This course enables students to understand the history of the Ghazal and its importance in our lives. • It provides information about all the important events of Jurrat, Ghalib, Daag, Hasrat Shaad & Fani's life. • Students will understand the meaning of the poetries and Ghazals in a better way. • It introduces summary to the learners. 		


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- It teaches to write summaries of the stories and understanding of poetries.
- It teaches a balanced criticism to the students.
- It explains the background of poets and briefed introduction to their poetries/nazms.

Syllabus

URD 54 T104 **Ghazal & Nazm**

Max. Marks: 30+120

Min. Pass. Marks : 12+48

URD 54 T104 Ghazal and Nazm

3 Hours duration

30+120 Marks

GHAZAL & NAZM

UNIT I

1. Introduction of Ghazal and its components(Ajzaye Tarkeebi).
2. Significance & usefulness of Ghazal (Ehmiyat aur Ifadiyat).
3. History and development of Ghazal (Tareekh aur taraqqi).
4. Themes of Ghazal (Ghazal ke mozuaat)

UNIT II

1. **Ghazlein :**
Dard, Jurrat, Nasikh, Aatish, Ghalib, Hali, Daagh,
Majrooh Sultanpuri, Moin-ul-Hasan Jazbi, Shaad & Hasrat
2. Critical questions about Prescribed Poets.
3. Explanation of 10 couplets from Prescribed book **Naya Intekhab**.

UNIT III

1. Introduction of Urdu Nazm.
2. Evolution, development and Importance of Nazm.
3. Difference between Ghazal & Nazm.
4. Modern form of Urdu Nazm(Jadeed Nazm).
 - Muarra Nazm
 - Azad Nazm
 - Nasri Nazm
5. Jadeed Nazm Ka Aaghaz-o-Irtiqa.

UNIT IV

1. **Nazmein :**
Nazeer- Karjug



Mohd. Iqbal-Ek Arzoo

Josh Malihabadi-Husn aur Mazdoori

Faiz - Nisar Main Teri Galiyon Pe.

Tilok Chand Mehroom- Yadgar Nagma

2. Critical questions on prescribed poets & poems.
3. Summary of prescribed poems
4. Components of Nazm (Ajza-e Tarkeebi)

Books Prescribed:

1. Naya Intekhab (Hissa Part-II) Published by Department of Urdu, Delhi University, Delhi

Reference Books :

1. Urdu Shayeri Ka Tanqeedi Mutalia by Sumbul Nigar
2. Urdu Shayeri Ka Tanqeedi Jayeza by Idrees Siddiqi

Learning outcome:

The learner will be able to:

1. Understand the words of the authors clearly.
2. Understand the importance of poetry and poetic devices in literature.
3. It overall develops interest of the learner in poetries and ghazals.

QUESTIONS IN THE EXAMINATIONS WILL BE MADE INCLUDING ALL THE UNITS.

SEMESTER WISE PAPER TITLES WITH DETAILS

UG 9101				Four Year Bachelor of Arts Sub/Discipline-Urdu			
				CREDIT			
LEVEL	SEMESTER	TYPE	TITLE	L	T	P	TOTAL
1.	5	Major	URD 55 T 105 History of Urdu Literature (Nasr)	6	Nil	Nil	6
2.	5	Major	URD 56 T 106 Urdu Adab Ki Sheyri Asnaf	6	Nil	Nil	6

Syllabus: B.A. Arts (Urdu)

Paper -I
Semester-V
2025-26

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URD 55 T105 History of Urdu Literature (Nasr)

CODE OF COURSE	TITLE OF THE COURSE	LEVEL OF THE COURSE	CREDIT OF THE COURSE
URD 55 T105	History of Urdu Literature (Nasr)	5	6
Objective of the Course	Type of the Course	Delivery Type of the Course	
	Major Objective of the Course	Exam Duration 3.00 hours	
	5. It provides information about the summaries of the prose.		
	6. It teaches to frame critical questions and the importance of critic in language.		
	7. It gives the explanation of the texts.		

Marks Distribution					
Section-A	Short Answer Type Questions	Questions in the examinations will be made from all four units.	10 x 2=20	Question No.1	20
Section-B	Short essay Type Questions	Attempt any two questions out of 04 every questions carry 10 marks (with internal choice)	10 x 2=20	Question No. 2, 3, 4, 5	20
Section-C	Essay Type Questions	Attempt any four questions out of 08 every questions carry 20 marks (with internal choice)	20 x 4=80	Question No. 6,7,8,9 carry 2 optional questions	80
					120
Mid term exam Marks will also be included	7.5 Marks Attendance	7.5 Marks Assignment	15 Marks written exam		30
				Total Marks	150

FIFTH SEMESTER, THIRD YEAR

**B.A. URDU
HISTORY OF URDU LITERATURE (NASR)**

Syllabus

Max. Marks: 30+120

Min. Pass. Marks : 12+48

URD 55 T105 History of

3 Hours duration

30+120 Marks

Urdu Literature (Nasr)

Compulsory questions: 10 short answer type questions

Unit I


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1. Origin and theories of Urdu Language (Urdu ki Ibtada se Mutalliq Nazariyat)
2. Evolution & Development of prose in North India (Shumali Hind)
3. Literary services of Fort Saint George College (Adabi Khidmat).

Unit II

1. Origin & Development of urdu prose in Deccan.
2. Delhi College's literary services on Urdu literature (Adabi Khidmat)
3. Political & Social impact of Urdu Prose in modern times(Jadeed Daur Main Urdu Nasr Par Siyasi aur Samaji Asrat)
4. The journey of Urdu language, it's history, ways, importance & divisions

Unit III

Women short stories in Urdu -

- Jilaani Bano
- Qurratul-ain-Haider
- Issmat Chughtai

Progressive moments (Tarqqi pasand tehreek) –

- Manto
- Krishan Chand

Unit IV

- Urdu Prose in Rajasthan

Development of Urdu in various areas –

- Tonk
- Kota
- Chhabra
- Sirong
- Udaipur
- Jaipur

Prose writers in Rjasthan

- Mushtaq Ahmad Yusufi, Azeem Baig Chughtai

Research Writer (Tehqeeque Nigar) in Rajasthan

- Hafiz Mehmood Shirani

Poetry Writer in Rajasthan

- Makhmoor Saeedi, Akhtar Shirani

Recommend Book:



1. Rajasthan Main Urdu Part-I & II by Prof. Firoz Ahmad
2. Urdu Adab Ki Tareekh by Azeem-ul-Haq Junaidi
3. Fort Saint George College, Daccani Zaban-o-Adab Ka Aham Markaz by Dr. Mohd. Afzaluddin Iqbal

Learning outcomes:

The learner will be able to:

1. Understand the historical progression of Urdu Literature.
2. Explore the significant literary movements within Urdu Literature.
3. Study the influential Poets.

QUESTIONS IN THE EXAMINATIONS WILL BE MADE INCLUDING ALL THE UNITS

Syllabus: B.A. Arts (Urdu)
Paper-I
Semester-VI
2025-26
URD 56 T106 Urdu Adab Ki Sheyri Asnaf

CODE OF	TITLE OF THE	LEVEL OF THE	CREDIT OF THE
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COURSE	COURSE	COURSE	COURSE
URD 56 T106	Urdu Adab Ki Sheyri Asnaf	5	6
Objective of the Course	Type of the Course Major Objective of the Course	Delivery Type of the Course Exam Duration 3.00 hours	
	<ol style="list-style-type: none"> 1. Explain in to the genres of elegy (Marsiya) and epic Poetry (Masnavi)to grape their Historical significance and thematic representation in Urdu Literature. 2. It teaches to frame critical questions and the importance of critic in different from Urdu Prose. 3. We will be explain about Poetry writer. 		

Marks Distribution					
Section-A	Short Answer Type Questions	Questions in the examinations will be made from all four units.	10 x 2=20	Question No.1	20
Section-B	Short essay Type Questions	Attempt any two questions out of 04 every questions carry 10 marks (with internal choice)	10 x 2=20	Question No. 2, 3, 4, 5	20
Section-C	Essay Type Questions	Attempt any four questions out of 08 every questions carry 20 marks (with internal choice)	20 x 4=80	Question No. 6,7,8,9 carry 2 optional questions	80
					120
Mid term exam Marks will also be included	7.5 Marks Attendance	7.5 Marks Assignment	15 Marks written exam		30
				Total Marks	150

SIXTH SEMESTER, THIRD YEAR

(B.A. Urdu)

URDU ADAB KI SHEYRI ASNAF

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SYLLABUS

Max. Marks: 30+120

URD 56 T106 History of

Urdu Literature (Nasr)

3 Hours duration

Min. Pass. Marks : 12+48

30+120 Marks

Compulsory questions: 10 short answer type questions

Unit 1

5. Qasida - Its components(Ajzaye Tarkeebi), introduction, importance & development
6. Writing skills and features of **Sauda** (Qasida Nigari ki Khusuiyat)
7. Writing skills and features of **Zouq** (Qasida Nigari ki Khusuiyat)

Unit 2

1. Marsiya - Its components, introduction & importance
2. Importance & development of Urdu Marsiya Nigari in Deccan region
3. Importance & development of Urdu Marsiya Nigari in North India (Shumali Hind)
4. Difference between old & modern times (Qadeem aur Jadeed Marsiya Nigari Mein Farq)
8. Writing skills and features of **Dabeer** (Marsiya Nigari ki Khusuiyat)
5. Writing skills and features of **Anees** (Marsiya Nigari ki Khusuiyat)

Unit 3

1. Masnavi - Its components, introduction & importance
2. Importance & development of Urdu Masnavi Nigari in Deccan region
3. Importance & development of Urdu Masnavi Nigari in North India (Shumali Hind)
4. Political & Social phases of Urdu Masnavi in modern times
5. The journey of Urdu Masnavi, its History, ways, importance & divisions
6. Writing skills and features of **Meer Hasan**
7. Writing skills and features of **Daya Shankar Naseem**

Unit 4

1. Chaar Bait, Qata Rubai, Musaddas, Geet, Dohe - Its components, introduction & importance

Recommend Books:

1. Tareekh-e-Adab Urdu by Noor-ul-Hasan Naqvi
2. Asnaf-e- Adab Ka Irtiqā by Sayyed Safi Murtuza

Learning outcomes:



The learner will be able to:

1. Understand the historical progression of Urdu Literature (Poetry).
2. Explore the significant literary movements within Urdu Literature.
3. Study the influential Poets.
4. Each form has contributed fostering creativity and expression across different periods and themes.

QUESTIONS IN THE EXAMINATIONS WILL BE MADE INCLUDING ALL THE FOUR UNITS

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**Syllabus of Value Added Courses
As per UGC Curriculum and CBCS
Framework for Undergraduate Programmes
under NEP 2020
For
Undergraduate Courses
In
Faculties of Arts/Science/Commerce/Fine
Arts/Social Sciences**

w.e.f. Academic Session 2024-2025



University of Rajasthan, Jaipur

University of Rajasthan, Jaipur
List of Value Added Courses
As per NEP-2020
For
Undergraduate Courses
In Faculties of Arts/Science/Commerce/Fine Arts/Social Sciences
w.e.f. Academic Session 2024-2025

S. No.	Course Code	Course Name
First Year (Semester – I and Semester – II)		
1.	VAC-51F-101/ VAC-52F-101	Anandam-I
2.	VAC-51T-102/ VAC-52T-102	Digital Enhancement
3.	VAC-51T-103/ VAC-52T-103	Understanding Indian Society & Culture
4.	VAC-51T-104/ VAC-52T-104	Nutrition for Health and Fitness
5.	VAC-51T-105/ VAC-52T-105	Geriatric Wellness and Care
6.	VAC-51T-106	National Cadet Corps(NCC)-I (Semester-I)
7.	VAC-51T-107/ VAC-52T-107	Indian Value System
8.	VAC-51T-108	National Service Scheme (NSS)-I (Semester-I)
9.	VAC-51T-109/ VAC-52T-109	Financial Literacy
10.	VAC-52T-110	National Cadet Corps(NCC)-II (Semester-II)
11.	VAC-52T-111	National Service Scheme (NSS)-II (Semester-II)
12.	VAC-51T-112/ VAC-52T-112	Environmental Studies
Second Year (Semester – III and Semester – IV)		
1.	VAC-63F-201/ VAC-64F-201	Anandam-II
2.	VAC-63T-203/ VAC-64T-203	Traditional & Modern Medicine Systems for Everyday Health Solutions
3.	VAC-63F-204	National Service Scheme-III (Semester III)
4.	VAC-64F-205	National Service Scheme-IV (Semester IV)
5.	VAC-63F-206	National Cadet Corps-III (Semester III)
6.	VAC-64F-207	National Cadet Corps-IV (Semester IV)
7.	VAC-63T-208/ VAC-64T-208	Content writing
8.	VAC-63T-209/ VAC-64T-209	Cyber Law and Ethics
9.	VAC-63T-210/ VAC-64T-210	Electoral Literacy

University of Rajasthan
NEP-2020 based Syllabus
For
Value Added Courses for Semester I and II in UG Programmes
(2 credits/semester for Semester I/II.)
VAC-51F-101/VAC-52F-101

1	Title of course- A n a n d a m - I	
2	Nodal Department of HEI to run course	Sociology.
3	Nature of course- Independent/Progressive	No
4	Number of Seats-	60 students per batch
5	Course Code-VAC-51F-101/VAC-52F-101	Credits-02(1Theory OR 2Practical Hours per week)
6	Scheme of Examination Maximum Marks Minimum Marks	Annexure-1 (Attached) 50 20
7	Is this course is based on Outside Partners/Institutions/Industry/ Govt. Org. etc. ?	Yes No
8	If Yes, Name of Proposed Outside Partners /Institutions /Industry/ Govt. Org. etc.	Any Government Organization and NGOs
9	<p>Syllabus</p> <ul style="list-style-type: none"> • Individual Activities • Group Activities • 1 hour lecture per week • Report of Group Project • Lecture/Webinar, Interactive Session to be organized in College for students on Anandam Day (Last Working Day of every Month) <p>Guidelines</p> <ul style="list-style-type: none"> • Adopt an area/colony/office to train people about plastic/organic waste disposal. • Form a group to ensure that injured and sick cows and other animals in your area are taken care of. • Adopt an area/colony to rectify issues related to water /electricity/ waste disposal/ road safety/pollution, etc. • Create a book/food/clothes/mobile/equipment bank and distribute it to the needy. • To Monitor unauthorized cutting of trees and related issues. • Engage in massive plantation and afforestation programs. • Adopt local heritage sites or spots of tourist interest and work for its restoration and publicity on tourist guide maps. • Coordinate with hospitals / NGOs and organise medical check-up camps for children/women in poor localities. • Form drug/alcohol de-addiction help-groups and motivate people. • Organize Vocational Skill Training Programs in juvenile jails and women homes. • Form a group to help workers/house maids to make cooperatives for small scale loans. • Form a group to monitor and resolve eve-teasing/ harassment of women, children and old people. • Form a group to restore and publicise local art-forms like weaving/ dyeing, maandna, folk songs, old manuscripts, etc • Form age/gender specific groups for collective yoga/meditation in a community, society, hostel, 	

	<p>etc.</p> <ul style="list-style-type: none"> • Form a group to restore wells/step wells/ponds or other similar water sources. • Form a group to motivate people to employ rain water harvesting and solar energy harvesting techniques. • Form a group to maintain a public garden/park for the residents of a particular area. • To train youngsters about computer programming and apps. • Engage in " Beti Bachao Beti Padhao" programs for over all development and empowerment of girl child in your locality. • Innovate/Design Simple technology using local resources that saves labour time of labourers and poor farmers and impacts their lives positively. • E-literacy programs, to help organizations/individuals with email and websites, etc. • Time giving activities to adopted communities for spreading awareness regarding Govt. programmes/Schemes. • Sports activities like yoga, meditation, drills and physical exercises in adopted areas • Spread awareness about dental care, first-aid training, etc. • Form group for attending to old people to assist them for market and groceries, etc.
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Annexure-1

Examination Scheme:		
Programme Evaluation Methods:		
S.No.	Parameters	Max. Marks
1	Entries in Daily Diary	05
2	Synopsis of Project	10
3	Participation in Anandam Day (Last working day of every month)	10
4	Report of Group Project	25
	Total	50
Evaluation of Group Projects (25 Marks)		
S.No.	Parameters	Max. Marks
1	Presentation/Video/Photographs submitted with Report	05
2	Media Report of Certificate from Govt. Organization/NGO/Community Forum/ Social Organisation Etc.	10
3	Challenging Issues / Problem Solving/ Innovation addressed in Project Report	10
	Total	25

University of Rajasthan
NEP-2020 based Syllabus
For
Value Added Courses for Semester I and II in UG Programmes
(2 Credits/ semester for Semester I and II)
VAC-51T-102/VAC52T-102

1	Title of course- Digital Enhancement	
2	Nodal Department of HEI to run course	All College Units
3	Broad Area/Sector-	ICT Tools
4	Number of Seats-	60 students per batch
5	CourseCode-VAC-51T-102/VAC-52T-102	Credits-02(4 Hours per week)- Presentations/ Demonstration and Group Activity
6	Scheme of Examination Maximum Marks :50 Minimum Marks: 20	Internal Assessment : 10 Marks EoSE : 40 marks , Duration: 1 hours Exam pattern : MCQ , 40 questions. The responsibility of conducting and evaluating the Mid Semester Assessment is vested on the teacher designated as Course Coordinator. The End-Semester Examination shall be conducted by the concerned University.
7	Is this course is based on Outside Partners/ Institutions/ Industry/ Govt. Org. ?	Yes <input type="checkbox"/> No <input type="checkbox"/>
8	Syllabus outlines Unit I : Digital Inclusion and Empowerment Unit II : Communication and Collaboration in the Cyberspace Unit III : Towards safe and Secure Cyberspace Unit IV : Ethical Issues in Digital Word	

- The course should be conducted in an interactive mode through demonstration, using appropriate ICT tools.
- Conduct workshops on e-services initiated under Digital India and Govt. of Rajasthan..
- Spread digital literacy/awareness amongst the vulnerable groups and marginalized 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.

Unit wise Details of the Value Added Course

Particulars	Presentations cum Practice Hours with individual and group activity. (30×2=60)
Unit I: Digital inclusion and Digital Empowerment	20
<ul style="list-style-type: none"> • Needs and challenges • Vision of Digital India: DigiLocker, E-Hospitals, e-Pathshala, BHIM, Swayam Portal, e-Kranti (Electronic Delivery of Services), e-Health Campaigns. Digital Signature. • Public utility portals of Govt. of India such as RTI, Health, Finance, 	


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 University of Rajasthan
 JAIPUR

Education, SSO-ID.	
Unit II: Communication and Collaboration in the Cyberspace	16
<ul style="list-style-type: none"> ● Electronic Communication: electronic mail, blogs, social media tools ● Collaborative Digital platforms ● Tools/platforms for online learning ● Collaboration using files sharing, messaging, video conferencing 	
Unit III: Digital Safety Measurement Tools.	16
<ul style="list-style-type: none"> ● Online security and privacy ● Threats in the digital world: Various forms of Viruses, Data breach and Cyber Attacks ● Blockchain Technology ● Security Initiatives by the Gov of India 	
Unit IV: Ethical Issues in Digital World	8
<ul style="list-style-type: none"> ● Emerging Technologies: Overview of Cloud Computing, ● Big Data, Internet of things, Virtual reality, Robotics, Artificial intelligence, ● 3-D Printing, Future of digital technologies. 	
Total	60 hours
Requisite: Basic knowledge of Computer Applications.	

Suggested Books/References/Weblinks(if available)

(a)	Books:	Essential Readings / Online Resources <ul style="list-style-type: none"> ● Rodney Jones and Christopher Hafner. "Understanding digital Literacies: A Practical Introduction" Routledge Books, 2nd edition, 2021. ● M.Swan, "Blockchain: Blueprint for a new economy, O'Reilly Media, 2015. ● K.Chandrasekharan, "Essential of Cloud Computing", CRC Press, 2014 ● P.Kumar et al., "Emerging Technologies in Computing: Theory, Practice and Advances, CRC Press, Routledge, Taylor & Francis Group, , 1st Edn, 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
(b)	References:	Suggested Readings <ul style="list-style-type: none"> ● David Sutton. "Cyber security: A practitioner's guide", BCS Learning & Development Limited, UK, 2017. ● https://www.mha.gov.in/document/downloads/cyber-safety-handbook

Programme Specific Outcome(As per the directions of UGC Framework for UG Programmes)

- Digital enhancement programs will provide streamline processes and automate tasks, leading to increased operational efficiency. By understanding and learning about learning digital tools and technologies and optimize the workflows will reduce human error.
- To empower individuals to work more productively. With access to digital tools, automation, and collaboration platforms, employees can streamline their work, enhance communication and

collaboration, and achieve higher levels of productivity.

- Digital enhancement programs often involve upskilling and reskilling individual to adapt to new technologies and work practices. By training of digital activities one can work fast with efficiency. Enhancing digital literacy, and foster a culture of continuous learning will be developed in the student.

University of Rajasthan
NEP-2020 based Syllabus
For
Value Added Courses for Semester I and II in UG Programmes
(2 credits/ semester for Semester I, II.)
VAC-51T-103/VAC-52T-103

1	Title of course- Understanding Indian Society and Culture	
2	Nodal Department of HEI to run course	History
3	Broad Area/Sector-	Indian History
4	Number of Seats-	All students
5	Course Code-VAC-51T-103/VAC-52T-103	Credits- 02 (2 Theory Hours per week)
6	Scheme of Examination Maximum Marks :50 Minimum Marks: 20	Internal Assessment: 10 Marks EoSE : 40 marks, Duration: 1 Hours Exam pattern: MCQ , 40 questions The responsibility of conducting and evaluating the Mid Semester Assessment is vested on the teacher designated as Course Coordinator. The End-Semester Examination shall be conducted by the concerned University.
7	Course Objective: The objective of this value-added course on the evolution of Indian society isto provides students with a comprehensive understanding of the historical, social, and cultural aspects of early and medieval Indian society. By studying various concepts, institutions, teachings, and artistic expressions, students will gain insights into the evolution of Indian society and its impact on contemporary culture. The course aims to foster critical thinking, cultural appreciation, and a deeper understanding of the roots of Indian civilization.	
8	Syllabus/ Guidelines UNIT I : Spiritual Concepts and Institutions UNITII : Social and Political Ideas UNITIII : Styles of Architecture UNITIV : Cultural Synthesis	

Unit wise Details of the Value Added Course

Unit	Title of Unit	Course Content	Theory Hours	Practical Hours
I	Spiritual Concepts and Institutions	<i>varna, ashrama, purushartha, and samskaras.</i> Teachings of Jainism and Buddhism	08	-
II	Social and Political	Social ideas as depicted in the <i>Smritis</i> with	07	-

	Ideas	special reference to <i>Manusmriti</i> . Political Ideas in ancient India with special reference to <i>Arthashastra</i>		
III	Styles of Architecture	Temple Architecture Dravida Style Nagar Style Besar Style	07	-
IV	Cultural Synthesis	Indo-Saracenic cultural synthesis- with special reference to art and literature. Development of Mughal Painting.	08	-
		Total Hours	30	-

Suggested Books/References/Web-links(if available)

- (1) S.K. De, U.N. Ghosal et al (ed.): *The Cultural Heritage of India, Vol. II (Itihasas, Puranas, Dharma and other Shastras)*, Ramkrishna Mission, Calcutta, 2nd ed., 1962.
- (2) P.V. Kane: *History of Dharmasastra*, 5 Vols, Bhandarkar Oriental Research Institute, Poona, 2nd ed., 1968-77. (Hindi translation of 5 vols. published by Uttar Pradesh Hindi Sansthan, Lucknow).
- (3) P.H. Prabhu :*Hindu Social Organisation*, Popular Prakashan, Bombay, 1940
- (4) N.K. Dutta :*Origin and Growth of Caste in India*, Vols. I & II, Combined Reprint, Calcutta, 1986.
- (5) Rajbali Pandey :*Hindu Samskara (The Social and Religious Study of the Hindu Sacraments)*, Varanasi (Also in Hindi), 1936
- (6) G.C. Pande :*Bharatiya Samaj - Tattvika aur AitihaskaVivechana* (in Hindi), New Delhi, 1994.
- (7) Patrick Olivelle :*The Law Code of Manu*, Oxford world Classics, 2009
- (8) Ram Sharan Sharma: *Aspects of Political Ideas and Institutions in Ancient India*. Motilal Banrassidas, Delhi, 1959
- (9) Charles Hallisey: *Therigatha – Selected Poems of First Buddhist Women*, Harvard University Press, 2015
- (10) Thomas R Trautmann; *Arthashastra – The Science of Wealth*. Random House India, 2016
- (11) J L Mehta *Advanced Study in the History of Medieval India* Vol. 3 Sterling Publication, Delhi, 2018
- (12) Sacchidanad Sahay: *Mandir Sthapatya ka Itihas*, Bihar Hindi GranthAkademi, 2013

Course Outcome:

This course aims to give insights into the evolution of Indian society and emphasises the development of critical thinking skills, cultural appreciation, and a deeper understanding of the roots of Indian civilization. By the end of the course, students will be able to analyse and evaluate the factors that shaped Indian society, apply their knowledge to engage in meaningful discussions and demonstrate proficiency in interpreting the historical and cultural aspects of Indian society. Moreover, students will develop a broader perspective on the interconnectedness of early and medieval Indian society with contemporary culture and society.

University of Rajasthan
NEP-2020 based Syllabus
For
Value Added Courses for Semester I and II in UG Programmes
(2 credits/ semester for Semester I, II.)
VAC-51T-104/VAC-52T-104

1	Title of course- Nutrition for Health and Fitness	
2	Nodal Department of HEI to run course	Department of Home Science
3	Broad Area/Sector-	Nutrition and Fitness
4	Nature of course - Independent / Progressive	Progressive
5	Number of Seats-	60 students per batch
6	Course Code-VAC-51T-104/VAC-52T-104	Credits- 02 (2 Theory Hours per week)
7	<p>Programme Objective: The course has been planned to provide the student with the basic concept of health, wellness and fitness. The course shall create awareness about the importance of correct dietary and physical activity practices for positive health and wellness. The student shall understand a balanced diet and the impact of processed foods on health. An understanding of the current health scenario in the country and globally will be imparted</p>	
8	<p>Scheme of Examination Maximum Marks :50 Minimum Marks: 20</p>	<p>Internal Assessment: 10 Marks EoSE : 40 marks, Duration: 1 Hours Exam pattern: MCQ , 40 questions The responsibility of conducting and evaluating the Mid Semester Assessment is vested on the teacher designated as Course Coordinator. The End-Semester Examination shall be conducted by the concerned University.</p>

10	<p>Syllabus/ Guidelines Unit I : Health & Fitness Unit II : Nutritional Guidelines Unit III : Processed Foods Unit IV: Physical Activity and Nutrition</p>
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Unit wise Details of the Value Added Course

Unit	Title of Unit	Course Content	Theory Hours (30)
I	Health & Fitness	<ul style="list-style-type: none"> • Concept of positive Health and Wellness as per WHO Guidelines • Physical Fitness –definition • Role of Nutrition for Health and Fitness 	4 4
II	Nutritional Guidelines	<ul style="list-style-type: none"> • Balanced Diets and Food Pyramid . • How to plan balanced diets for various age groups • Dietary Goals and Guidelines for Indians (Reference man & woman) 	3 4
III	Processed Foods	<ul style="list-style-type: none"> • Concept of Processed Foods • Impact of Packaged, Ultra-processed and Convenience Foods on Health 	3 4

IV	Physical Activity & Nutrition	<ul style="list-style-type: none"> • Effects on health of Physical Activity and Dietary Habits • Dual Burden of Malnutrition 	4 4
Total Hours			30

Suggested Books/References/Web-links(if available)

(a)	Books:	(1) M.Swaminathan (2015): Advanced Text Book of Food and Nutrition. Volume I & II. The Bangalore Press, India. (2) Ravindra Chadha & Pulkit Mathur (2015) : Nutrition and Life Cycle Approach. The Orient Blackswan; First Ed. (3) Dietary Guidelines for Indians –A Manual (2011) ,NIN, Hyderabad
(b)	References :	https://www.fao.org/3/ca5644en/ca5644en.pdf https://www.who.int/news-room/fact-sheets/detail/healthy-diet
(c)	Web-Links:	https://cdn.who.int/media/docs/default-source/health-promotion/framework4wellbeing_16dec22.pdf?sfvrsn=32a0e228_4&download=true https://www.nin.res.in/downloads/DietaryGuidelinesforNINwebsite.pdf https://apps.who.int/iris/rest/bitstreams/1315866/retrieve https://ncert.nic.in/textbook/pdf/iehp104.pdf https://www.researchgate.net/publication/51711287_Consensus_Physical_Activity_Guidelines_for_Asian_Indians https://egyankosh.ac.in/handle/123456789/47981 https://egyankosh.ac.in/handle/123456789/44151 https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=NuAs6SreCGryddEfs4kkBA

Programme Outcome

1. Enhancing the basic understanding of nutrition and physical fitness
2. Developing a healthy attitude towards physical well being
3. Inculcating values of conscious and correct eating habits
4. Awareness generation regarding processed foods and their effects on health & wellness
5. Understanding importance of physical activity and its effect on health & wellness
6. Understanding nutrition and its effect on health and wellness

University of Rajasthan
NEP-2020 based Syllabus
For
Value Added Courses for Semester I and II in UG Programmes
(2 credits/ semester for Semester I, II.)
VAC-51F-105/VAC-52F-105

1	Title of course- GERIATRIC WELLNESS AND CARE	
2	Nodal Department of HEI to run course	Department of Home Science
3	Broad Area/Sector-	HUMAN DEVELOPMENT AND FAMILY STUDIES
4	Nature of course - Independent / Progressive	Progressive
5	Number of Seats-	60 students per batch
6	Course Code- VAC-51F-105/VAC-52F-105	Credits- 02 (2 Theory Hours per week)
7	Scheme of Examination Maximum Marks :50 Minimum Marks: 20	Internal Assessment: 10 Marks EoSE : 40 marks, Duration : 1 hours Exam pattern: MCQ , 40 questions The responsibility of conducting and evaluating the Mid Semester Assessment is vested on the teacher designated as Course Coordinator. The End-Semester Examination shall be conducted by the concerned University.
<p>Programme Objectives: The course shall give the student an understanding of role of geriatric care assistance and shall equip the student to be an effective care giver. The student shall be understand the importance of the general, medical and psychological problems faced by the elderly and be able to learn about basic first aid for elderly. An understanding of the current health scenario in the country and globally will be imparted.</p>		
8	<p>Syllabus/ Guidelines Unit-1 : Introduction to health care of Geriatric population Unit-2 : Introduction to a Geriatric Care Assistant Programme Unit- 3 : Personal Hygiene and Health of elderly Unit-4 : Basic applied knowledge for Geriatric Care</p>	

Unit wise Details of the Value Added Course

Unit	Title of Unit	Course Content	Theory Hours	Practical Hours
UNIT-I	Introduction to healthcare of Geriatric population	a) Health care delivery system in India at primary, secondary and tertiary care, Community participation in health care delivery system	4	
		b) Basic medical, psychological and nutrition related terminologies; Issues in Health Care Delivery System in India.	3	
		c) Role of a Geriatric Care Assistant, Do's and Don'ts; Requirements to	4	

		become a Certified Geriatric Care Assistant		
UNIT-II	Introduction to a Geriatric Care Assistants	d) Basics of emergency care and life support skills-Vital signs, first aid and triage e) Identifying signs and taking measures for elderly emergency conditions e.g. Stroke, falls, injuries, accidents, cuts, bruises and sprain, Asthma attack, Gastro-Intestinal disorders, Hypothermia and fever, Dental problems, Vision and Hearing problems, Bacterial, fungal, urinary tract infections, Depression and Dementia and any other conditions	2 5	
UNIT- III	Personal Hygiene and Health of elderly	f) Understanding and procedures of Hygiene and prevention of infection including effective hand washing, bathing, drying, grooming etc g) Vaccination protocol against common Infectious diseases: immunization to reduce the health risks for care giver and patients.	3 3	
UNIT-IV	Basic applied knowledge for Geriatric Care	h) Understanding working systems for geriatric care institutions like hospital and old age Home i) Basic first aid for elderly population j) Leisure activities for elderly- importance and types of leisure activities	2 2 2	
		Total	30	

Suggested Books/References/Web-links(if available)

(a)	Books:	(1) NurseAssistantTrainingTextAmericaRedcross2013 (2) Draft Short Term, Training Curriculum Handbook of General Duty Assistant MOHFW. Govt.of India. (3) Draft of S.TTC Hand book of Hons. Health Aide MOHFN,GOI
(b)	References:	Manual on Geriatric care, MOHFW ,Dept. of Ayush GOI

Programme Outcome

- (1) Understanding the health care in India
- (2) Understanding the role of a Geriatric care Assistant
- (3) Skilled and Trained caretakers for geriatric population

University of Rajasthan
NEP-2020 based Syllabus
For
Value Added Courses for Semester I and II in UG Programmes
(2 credits/ semester for Semester I, II.)

VAC-51F-106

1.	Title of course-	NCC - 1 (Semester-I)	
2	Nodal Department of HEI to run course	NCC Incharge of University	
3	Broad Area/Sector-	Participation in NCC	
4	Sub Sector-	College NCC Units	
5	Nature of course-Independent/Progressive	Progressive	
6	Number of Seats-	As per Vacancies allotted by DG NCC	
7	Course Code- VAC-51F-106	Credits-02(1Theory & 2 Practical Hours per week)	
8	Scheme of Examination Max Marks... Minimum Marks:	As per SNCCO Sept 2022 (Annexure-2) 50 20	
9	Is this course is based on Outside Partners/ <u>Institutions</u> /Industry/ Govt. Org. etc. ?	Yes	No
10	If Yes, Name of proposed Outside Partners/Institutions/Industry/ Govt. Org. etc.	NCC office, Jaipur	
11	<p>Objective of NCC</p> <p>The National Cadet Corps (NCC) is one of the largest youth organizations in India, with a primary objective of developing character, discipline, and leadership qualities among the youth. Established in 1948, the NCC has played a significant role in shaping the future generations of the country. Its core values, such as unity, discipline, and secularism, contribute to fostering national integration and a sense of pride among the cadets.</p> <ul style="list-style-type: none"> • The NCC operates under the Ministry of Defence and has a presence in various educational institutions, including schools and colleges. It provides young boys and girls with a platform to develop their personality, physical fitness, and social awareness. The NCC motto, "Unity and Discipline," encapsulates its fundamental principles and the goals it strives to achieve. • One of the primary objectives of the NCC is to develop leadership qualities among the cadets. Through various training activities, including drill exercises, obstacle courses, and team-building exercises, the NCC instills in its cadets the ability to lead and inspire others. Cadets are taught to make quick decisions, take responsibility, and work in teams. These leadership skills are not only beneficial during the NCC training but also in all aspects of life, be it academics, career, or personal relationships. • Another crucial objective of the NCC is to foster national integration. India is a diverse nation, with numerous languages, religions, and cultures. The NCC embraces this diversity and promotes a sense of unity among its cadets. Regardless of their background, religion, or region, cadets come together under the common goal of serving the nation. The NCC emphasizes the importance of unity in diversity and encourages cadets to respect and appreciate different cultures and traditions. • The NCC also aims to create responsible and disciplined citizens. Cadets are required to adhere to a strict code of conduct, which includes punctuality, respect for authority, and ethical behavior. These principles help in molding the character of the cadets and preparing them for the challenges of life. The NCC believes that disciplined individuals contribute positively to society and uphold the values of integrity and honesty. • Moreover, the NCC plays a vital role in providing cadets with opportunities to engage in social service activities. The organization encourages cadets to actively participate in community development projects, blood donation drives, and environmental conservation initiatives. These activities not only develop a sense of empathy and social responsibility but also nurture a spirit of selflessness and service towards the nation. 		

	<ul style="list-style-type: none"> Furthermore, the NCC aims to create a pool of talented and responsible youth who can contribute to the defense services of the country. Many NCC cadets choose to pursue a career in the armed forces or other uniformed services, where they can utilize their skills and training to serve the nation. The NCC provides a strong foundation for such individuals, preparing them physically, mentally, and emotionally for the challenges of these professions.
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12	Syllabus Semester -I Total Hours- 15 (Credits-01) Practical- 30 Hours (Credits-01)
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Unit wise Details of the Value Added Course (Semester-I)

Unit	Title of Unit	Course Content	Theory Hours	Practical Hours
I	NCC General	Aims, Objectives and Org of NCC, Incentives, Duties of NCC Cadets, NCC Camps: Types and Conduct	1 2 1	30
II	National Integration and Awareness	National Integration: Importance and Necessity, Factors affecting National Integration, Unity in Diversity, Threats to National Security	2 1 1 1	
III	Personality Development	Factors, Self-Awareness, Empathy, Critical and Creative Thinking, Decision Making and Problem Solving	1 2	
IV	Social Service and Community Development	Basics of Social Service, Rural Development Programmes, NGO'S, Rural Development Programmes, Contribution of Youth	3	
		Total Hours	15	30

Suggested Books/References/Web-links(if available)

Books:

1. NCC Hand Book
2. Pamela Martinez, Critical Thinking: Decision Making, Problem Solving and Self
3. Development (Effective Strategies That Will Make You Improve Critical Thinking) Carl Patterson, Critical Thinking Skills: Practical Tools for Rational Thinking and Deep Analysis to Boost Your Brainpower. Adopt Logic Strategies to Find Intelligent and Effective Solutions to Challenges
4. P. Gopinadhan Pillai, Rural Development in India

Web-Links:

1. <https://indiancc.nic.in>
2. https://www.researchgate.net/publication/357839324_NATIONAL_INTEGRATION_OF_INDIA_AND_THE_OBSTACLES_IN_ITS_WAY_STATE_RESPONSE_AND_ITS_REMEDIES
3. <https://www.vedantu.com/english/importance-of-national-integration-essay>

Programme Specific Outcome(As per the directions of UGC Framework for UG Programmes)

Programme Specific Outcomes (PSOs) are statements that describe what students are expected to know and be able to do by the time they complete a specific program or course of study. In the case of the National

Cadet Corps (NCC), the PSOs focus on the unique learning outcomes that cadets should achieve through their participation in the NCC program.

The NCC is a youth organization in many countries, including India, designed to develop character, discipline, and leadership skills among young people. It aims to create a pool of disciplined and motivated youth who can serve as future leaders in various fields. The PSOs of NCC encompass a wide range of skills and qualities that cadets are expected to acquire during their NCC journey.

1. **Leadership Skills:** One of the primary PSOs of NCC is to develop leadership skills among cadets. Through various training activities, including leadership camps, command tasks, and practical exercises, cadets learn to lead and motivate their peers. They develop qualities like decision-making, effective communication, teamwork, and problem-solving skills, which are essential for effective leadership.
2. **Discipline and Time Management:** NCC instills a sense of discipline and time management in cadets. They learn to follow rules and regulations, maintain punctuality, and develop a strong work ethic. Cadets are taught to manage their time effectively to balance their academic commitments and NCC activities, which helps them become more organized and efficient individuals.
3. **Physical Fitness:** Physical fitness is an important aspect of NCC training. Cadets engage in regular physical activities, including drill exercises, sports, and adventure activities, to enhance their fitness levels. The PSO focuses on improving their endurance, strength, agility, and overall physical well-being.
4. **Social Awareness and Responsibility:** NCC promotes social awareness and a sense of responsibility towards the community and the nation. Cadets are exposed to various social issues and are encouraged to actively participate in social service activities such as cleanliness drives, blood donation camps, and awareness campaigns. They develop empathy, compassion, and a sense of civic duty.
5. **National Integration and Cultural Understanding:** NCC fosters national integration and cultural understanding among cadets. It brings together young people from diverse backgrounds and provides a platform for them to interact and appreciate different cultures, languages, and traditions. Cadets learn to respect and value the rich cultural heritage of their country and develop a sense of unity and brotherhood.
6. **Self-Confidence and Self-Development:** NCC aims to boost the self-confidence and overall personality development of cadets. Through various activities like public speaking, personality development sessions, and exposure to challenging situations, cadets learn to overcome their fears and develop a positive self-image. They gain confidence in their abilities and become more self-assured individuals.
7. **Crisis Management and Disaster Preparedness:** NCC equips cadets with the skills and knowledge necessary to respond effectively in crisis situations and natural disasters. They receive training in first aid, disaster management, and rescue operations. Cadets learn to remain calm under pressure, make quick decisions, and provide assistance to those in need.
8. **Ethics and Values:** NCC emphasizes the importance of ethics, values, and integrity. Cadets are encouraged to uphold moral and ethical principles in all aspects of life. They learn to distinguish between right and wrong, and develop a strong sense of integrity, honesty, and accountability.
9. **Teamwork and Interpersonal Skills:** NCC focuses on developing teamwork and interpersonal skills among cadets. They learn to work collaboratively in a team, respect diversity, and effectively communicate with others. Cadets understand the significance of cooperation and coordination in achieving common goals.
10. **Environmental Awareness and Conservation:** NCC promotes environmental awareness and conservation among cadets. They learn about environmental issues, sustainable

Annexure-2



Examination Scheme (Programme Evaluation Methods)

Sr. No.	Parameters	Max Marks
1.	Entries in Daily Diary	05
2.	Synopsis Project - NCC General	10
3.	Participation in NCC training	10
4.	Participation in Social Service and Community Development (SSCD)	25*
	Total	50

*Evaluation of SSCD:

Sr. No.	Parameters	Max Marks
1.	Presentation/Video/Photographs submitted with report	05
2.	Day Significance	10
3.	Participation in Puneet Sagar, Swachh Bharat, quiz, Social Awareness and Jagrukata Rally etc.	10
	Total	25

University of Rajasthan
NEP-2020 based Syllabus
For
Value Added Courses for Semester I and II in UG Programmes
(2 credits/ semester for Semester I, II.)
VAC-51T-107/VAC-52T-107

1	Title of course - Indian Value System- Bhāratīya Mūlyamīmāsā-I	
2	Nodal Department of HEI to run course	Philosophy
3	Broad Area/Sector-	Understanding Indian value System
4	Nature of course - Independent / Progressive	Progressive
5	Number of Seats-	60 students per batch
6	Course Code- VAC-51T-107/VAC-52T-107	Credits- 02 (2 Theory Hours per week)
7	Scheme of Examination Maximum Marks :50 Minimum Marks: 20	Internal Assessment : 10 Marks EoSE : 40 marks, Duration : 1 Hours Exam pattern: MCQ , 40 questions The responsibility of conducting and evaluating the Mid Semester Assessment is vested on the teacher designated as Course Coordinator. The End-Semester Examination shall be conducted by the concerned University.
8	Objectives: The objective behind this course is to introduce to the students, the long tradition, plurality, depth, and perennial nature of Axiology, i.e., Philosophy of Value in classical texts of Indian philosophy	
9	Syllabus/ Guidelines Unit I: 1. An introduction to the meaning of philosophy and axiology ,i.e. ,philosophy of values. Origins and Nature of Indian Philosophy 2. Ethical concepts in Vedic corpus: Ṛta,Ṛṇa,Yajna,Śreyas-preyas, Vasudhaiva Kutumba kama 8 Lectures Unit II: 3. Puruṣārtha- types and role in holistic development of human life. 4. Upaniṣds: Tyaga and Bhoga (Īṣa),Taittirīya: Pañcakoṣa 8 Lectures Unit III: 5. Conception of Dharma- Sādhāraṇa andĀpadDharmaasin: Mahābhārata, Bhagawadgīta, Kaṇāda, Manu 4 Lectures 6. Jaina Ethics: Triratna, Pañca Mahāvratā: Satya-Ahimsa-Asteya, Aparigraha, Brahamcarya 4 Lectures Unit IV: 7. Niṣkāṁ Karma Yoga of Gītā, Lokasaṅgraha 6 Lectures	

Suggested Books/References/Web-links(if available)

1. I.C.Sharma :Ethical Philosophiesof India.
2. S.K. Maitra :TheEthics of theHindus.
3. Surama Dasgupta :DevelopmentofMoralPhilosophyin India.
4. M. Hiriyanna :TheIndianConceptionofValues.
5. P.V. Kane :TheHistoryof DharmasastrasVol.I(Hindi translationavailable)

6. J.N. Sinha :A Manual of Ethics(Hindi translation available)
7. दिवाकर पांडेय :भारतीय नीति शास्त्र
8. संगमलाल पांडेय :नीति दर्शन का स्वरूप
9. वेद प्रकाश वर्मा :नीतिशास्त्र के मूल सिद्धान्त
10. गोविन्दचन्द्र पाण्डेय :मूल्यमीमांसा ईषाददनी उपनिषद्, गीताप्रेस

Outcomes:

- Students should get a picture of the history of Indian value system
- Students should be able to understand the basic currents and concepts of classical Indian philosophy of values.
- Students should be able to grasp the fundamental philosophical foundations of Indian value system.
- Students should be able to identify perennial values of Indian culture.
- Students should be able to understand the impact of Indian ethics and philosophy on Indian culture.

University of Rajasthan
National Education Policy 2020 based syllabus
For
Value added courses for Semester-I and II in UG Programmes
(2 Credits/ semester for I, II semester)
VAC-51F-108

1.	Title of Courses	National Service Scheme (NSS)-1
2.	Nodal Department of HEI to run course	NSS Coordinator of University
3.	Hours	60 Hours per semester
4.	No. of seats	100 students in each NSS unit
5.	Course Code	VAC-51F-108
6.	Scheme of Examination	Annexure-3 (Attached)
7.	Maximum marks Minimum marks	50 20
8.	In the course is based on outside partners/ Institutions/ Industries/ Govt. organization etc.	Yes / No
9.	If yes, Name of proposed outside partners/ Institutions/ Industries/ Govt. organization etc.	Regional Directorate, National Service Scheme Jaipur, Rajasthan
10.	<p>National Service Scheme (NSS) The National Service Scheme (NSS) is an Indian government sector public service program conducted by the Ministry of Youth Affairs [1] and Sports of the Government of India. Popularly known as NSS, the scheme was launched in Gandhiji's Centenary year in 1969. Aimed at developing student's personality through community service, NSS is a voluntary association of young people in Colleges, Universities and at +2 level working for a campus-community (esp. Villages) linkage.</p> <p>Objectives of NSS:</p> <p><i>The main objectives of National Service Scheme (NSS) are</i></p> <ul style="list-style-type: none"> • understand the community in which they work • understand themselves in relation to their community • identify the needs and problems of the community and involve them in problem-solving • develop among themselves a sense of social and civic responsibility • utilise their knowledge in finding practical solutions to individual and community problems • develop competence required for group-living and sharing of responsibilities • gain skills in mobilising community participation • acquire leadership qualities and democratic attitudes • develop capacity to meet emergencies and natural disasters and • practise national integration and social harmony 	
11	<p>Syllabus Guidelines: Theory Weight -15 Practical/Project-work–30hours+ 15 hours (Project-work, Field Visits/Trainings) Unit-01: Introduction to NSS: Origin and concepts of NSS (3) a) History, philosophy, aims & objectives of NSS b) Emblem, flag, motto, song, badge etc. c) Organizational structure d) Roles and responsibilities of various NSS functionaries Unit-02: NSS Programmes and Activities (5) a) Concept of regular activities, One day camps b) Basis of adoption of slum /village, methodology of conducting survey c) Youth development programmes/ schemes of Govt. of India d) Collaboration with different agencies Unit-03: Understanding demography of adopted Slum (4)</p>	

- a) Survey to understand various problems in the society
- b) Awareness programmes (Human rights, cleanliness programme etc.)
- c) Development of slums through various awareness activities
- d) Shramdaan

Unit-04: Know your culture (3)

- a) Heritage and culture of the state
- b) Heritage and culture of the country
- c) Integration Programmes
- d) Youth exchange programmes

Suggested books/ references/ websites

1. NSS Manual
2. <https://nss.gov.in>
3. yas.nic.in

Programme Specific Outcomes

- **Volunteership:** to make students understand the role of a volunteer and need of volunteership in Society.
- **Community participation:** Adoption of slum under this scheme is a better way to connect students with the society through which they can understand the society at grass root level
- **Youth development:** Various activities undertaken under scheme support overall development of youth, Participation of youth at various District, state, national and international camp supports that.
- **Leadership skills:** Promoting volunteership skills amongst students develops leadership skills in them.
- **Social awareness:** Activities like blood donation camp, Swachh bharat abhiyan, run for unity, HIV/ AIDS awareness, beti bachao beti padhao, voter awareness etc. builds social awareness among students.
- **Social harmony and community development:** Participation of students in community awareness activities promotes better connect with the society and developing understanding and builds harmony.
- **Integration:** Various camps like National Integration Camp and Youth Exchange Programmes integrate youth and understand culture.
- **Know your culture:** Activities that promote better understanding of heritage and culture is also a major concern of the syllabus.

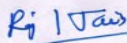
Annexure-3

Examinations Scheme (Programme Evaluation Methods)

Sr. No.	Parameters	Max Marks
1.	Attendance	5
2.	Entries in Daily diaries	10
3.	Awareness Camps	10
4.	Participation in Social Service and Community Development (SSCD)	*25
	Total	50

*** Participation in Social Service and Community Development (SSCD)**

Sr. No.	Parameters	Max Marks
1.	Presentation/ Video/ Photographs submitted with Diary	5
2.	Significance of various days	10


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3.	Participation in Blood donation, Swachh bharat abhiyan, quiz, social awareness and jagrukta railies, run for unity, yoga day, voter awareness and similar kind of activities.	10
	Total	25

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National Education Policy 2020 based syllabus
For
Value added courses for Semester-I and II in UG Programmes
(2 Credits/ semester for I, II semester)
VAC-51T-109

1.	Title of Courses	Financial Literacy
2.	Nodal Department of HEI to run course	Department of EAFM
3.	Hours	60 hours
4.	No. of seats	60 students per batch
5.	Course Code VAC-51T-109	Credits-02(4 Hours per week)- Presentations/ Demonstration and Group Activities *
6.	Scheme of Examination Maximum Marks :50 Minimum Marks: 20	Internal Assessment: 10 Marks EoSE : 40 marks, Duration: 1 Hours Exam pattern: MCQ , 40 questions The responsibility of conducting and evaluating the Mid Semester Assessment is vested on the teacher designated as Course Coordinator. The End-Semester Examination shall be conducted by the concerned University.
7.	In the course is based on outside partners/ Institutions/ Industries/ Govt. organization etc.	Yes / No
8.	If yes, Name of proposed outside partners/ Institutions/ Industries/ Govt. organization etc.	-
9.	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	
10.	Syllabus Guidelines UNIT – I Financial Planning and Financial Products UNIT – II Banking and Digital Payment UNIT – III Investment Planning and Management UNIT – IV Personal Tax	

***Note :**

- Total Duration of this course = **15 Weeks**
- **2 Lectures of 2 Hours each** shall be conducted every Week

Unit wise Details of the Value Added Course
Detailed Syllabys for VAC-51T-109
(FINANCIAL LITERACY)

UNIT – I Financial Planning and Financial Products (4 Weeks)

Introduction to Saving : Basics of Savings, Must Need Habit, Essential Component of Good Budgeting, Prevent Financial Emergencies and Uncertainties, Control the Spendings
Time Value of Money: Simple Interest and Compound Interest, Effective Rate of Interest, Annuity, Brief about Present Value and Future Value, Applications, Sinking Fund, Net Present Value (NPV), Compound Annual Growth Rate, Perpetuity
Management of Spending and Financial Discipline: Managing, Controlling and Analyzing the expenses, Brief about Financial Discipline, Key Elements of Financial Discipline

UNIT – II Banking and Digital Payment (3 Weeks)

Banking Products and Services: Deposit Accounts, Loan and Advances Accounts, Investment Services, Insurance Schemes, Forex and General Utilities
Digitalization of Financial Transactions: Debit Cards (ATM Cards) and Credit Cards, Internet Banking and Mobile Banking (Immediate Payment Service (IMPS), Real Time Gross Settlement (RTGS), National Electronic Fund Transfer (NEFT)), Unified Payments Interface (UPI) & Bharat Interface for Money (BHIM), Mobile Wallets, Aadhaar Enabled Payment System (AEPS), Unstructured Supplementary Service Data (USSD), E-Rupi, Advantages and Disadvantages of Digital Payments and Transactions
Security and Precautions against Ponzi Schemes and Online Frauds: Security and Control against Cyber Frauds, Precautions Against Investment Scams and Ponzi Schemes

UNIT – III Investment Planning and Management (4 Weeks)

Investment Opportunity and Financial Products: Introduction to Investments and Types of Investments, Return On Investments, Risk and Diversification
Brief about Financial Products: Securities and Stocks, Mutual Funds
Exchange Traded Funds (ETFs) and Index Funds, Bonds, Derivatives
Commodities, Currencies
Insurance Planning and Insurance Schemes: Introduction- Various Types of Insurance: Life Insurance, Non-Life Insurance (Medical Insurance, Fire Insurance, Property Insurance, Motor Insurance, Home Insurance, General Insurance, Travel Insurance
Importance of Insurance Planning

UNIT – IV Personal Tax (4 Weeks)

Introduction to Basic Tax Structure in India for Personal Taxation : Basic Concepts of Taxation, Residential Status and Scope of Income, Brief about Heads of Income
Aspects of Personal Tax Planning: Reduction of Tax Liability
Exemptions and Deductions for Individuals: Income Which Does Not Form Part of Total Income, Deduction Under Heads of Income, Deduction from Gross Total Income
e-Filing : Filing of Return of Income, Self-Assessment

Suggested Reading : As per suggested by Department of EAFM, University of Rajasthan, Jaipur.

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 the banking and insurance products
- Personal Tax Planning

University of Rajasthan
NEP-2020 based Syllabus
For
Value Added Courses for Semester I and II in UG Programmes
(2 credits/ semester for Semester I, II.)
VAC-52F-110

1.	Title of course- NCC -2 (Semester-II)	
2	Nodal Department of HEI to run course	Dept of NCC (NCC Incharge)
3	Broad Area/Sector-	University
4	Sub Sector-	College
5	Nature of course-Independent/Progressive	Progressive
	Requisite	Qualified in NCC-I(Semester-I)
8	Number of Seats-	As per Vacancies allotted by DG NCC
9	Course Code- VAC-52F-110	Credits-02(1Theory&2 Practical Hours per week)
10	Scheme of Examination Max Marks... Minimum Marks:	As per SNCCO Sept 2022 (Annexure-4) 50 20
11	Is this course is based on Outside Partners/ Institutions /Industry/ Govt. Org. etc.	Yes <input type="checkbox"/> No <input type="checkbox"/>
12	If Yes, Name of proposed Outside Partners/Institutions/Industry/ Govt. Org. etc.	
13	<p>Objective of NCC</p> <p>The National Cadet Corps (NCC) is one of the largest youth organizations in India, with a primary objective of developing character, discipline, and leadership qualities among the youth. Established in 1948, the NCC has played a significant role in shaping the future generations of the country. Its core values, such as unity, discipline, and secularism, contribute to fostering national integration and a sense of pride among the cadets.</p> <ul style="list-style-type: none"> • The NCC operates under the Ministry of Defense and has a presence in various educational institutions, including schools and colleges. It provides young boys and girls with a platform to develop their personality, physical fitness, and social awareness. The NCC motto, "Unity and Discipline," encapsulates its fundamental principles and the goals it strives to achieve. • One of the primary objectives of the NCC is to develop leadership qualities among the cadets. Through various training activities, including drill exercises, obstacle courses, and team-building exercises, the NCC instills in its cadets the ability to lead and inspire others. Cadets are taught to make quick decisions, take responsibility, and work in teams. These leadership skills are not only beneficial during the NCC training but also in all aspects of life, be it academics, career, or personal relationships. • Another crucial objective of the NCC is to foster national integration. India is a diverse nation, with numerous languages, religions, and cultures. The NCC embraces this diversity and promotes a sense of unity among its cadets. Regardless of their background, religion, or region, cadets come together under the common goal of serving the nation. The NCC emphasizes the importance of unity in diversity and encourages cadets to respect and appreciate different cultures and traditions. • The NCC also aims to create responsible and disciplined citizens. Cadets are required to adhere to a strict code of conduct, which includes punctuality, respect for authority, and ethical behavior. These principles help in molding the character of the cadets and preparing them for the challenges of life. The NCC believes that disciplined individuals contribute 	

	<p>positively to society and uphold the values of integrity and honesty.</p> <ul style="list-style-type: none"> Moreover, the NCC plays a vital role in providing cadets with opportunities to engage in social service activities. The organization encourages cadets to actively participate in community development projects, blood donation drives, and environmental conservation initiatives. These activities not only develop a sense of empathy and social responsibility but also nurture a spirit of selflessness and service towards the nation. Furthermore, the NCC aims to create a pool of talented and responsible youth who can contribute to the defense services of the country. Many NCC cadets choose to pursue a career in the armed forces or other uniformed services, where they can utilize their skills and training to serve the nation. The NCC provides a strong foundation for such individuals, preparing them physically, mentally, and emotionally for the challenges of these professions.
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14	<p>Syllabus Semester -II Total Hours- 15 (Credits-01) Practical- 30 Hours (Credits-01)</p> <p>Personality Development : Communication Skills, Group Discussion-Coping with Stress and Emotions Leadership: Leadership Capsule; Traits, Indicators, Motivation, Moral Values. Honour Code; Case Studies Shivaji, Jhansi Ki Rani Social Service and Community Development: Protection of Children & Women Safety, Road/Rail Travel Safety, New Initiatives, Cyber and Mobile Security Awareness</p>
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Unit wise Details of the Value Added Course (NCC-2)

Unit	Title of Unit	Course Content	Theory Hours	Practical Hours
I	Personality Development	Communication Skills	3	30
		Group Discussion-Coping with Stress and Emotions	2	
II	Leadership	Leadership Capsule;		
		Traits, Indicators, Motivation, Moral Values. Honour Code;	3	
		Case Studies Shivaji, Jhansi Ki Rani	2	
III	Social Service and	Protection of Children & Women Safety	1	
IV	Community Development	Road/Rail Travel Safety	1	
		New Initiatives	2	
		Cyber and Mobile Security Awareness	1	
Total Hours			15	30

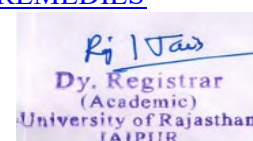
Suggested Books/References/Web-links(if available)

Books:

- NCC Hand Book
- Pamela Martinez, Critical Thinking: Decision Making, Problem Solving and Self Development (Effective Strategies That Will Make You Improve Critical Thinking)
- Carl Patterson, Critical Thinking Skills: Practical Tools for Rational Thinking and Deep Analysis to Boost Your Brainpower. Adopt Logic Strategies to Find Intelligent and Effective Solutions to Challenges
- P. Gopinadhan Pillai, Rural Development in India

Web-Links:

- <https://indiancc.nic.in>
- https://www.researchgate.net/publication/357839324_NATIONAL_INTEGRATION_OF_INDIA_AND_THE_OBSTACLES_IN_ITS_WAY_STATE_RESPONSE_AND_ITS_REMEDIES



Programme Specific Outcome

Programme Specific Outcomes (PSOs) are statements that describe what students are expected to know and be able to do by the time they complete a specific program or course of study. In the case of the National Cadet Corps (NCC), the PSOs focus on the unique learning outcomes that cadets should achieve through their participation in the NCC program.

The NCC is a youth organization in many countries, including India, designed to develop character, discipline, and leadership skills among young people. It aims to create a pool of disciplined and motivated youth who can serve as future leaders in various fields. The PSOs of NCC encompass a wide range of skills and qualities that cadets are expected to acquire during their NCC journey.

- Leadership Skills:** One of the primary PSOs of NCC is to develop leadership skills among cadets. Through various training activities, including leadership camps, command tasks, and practical exercises, cadets learn to lead and motivate their peers. They develop qualities like decision-making, effective communication, teamwork, and problem-solving skills, which are essential for effective leadership.
- Discipline and Time Management:** NCC instils a sense of discipline and time management in cadets. They learn to follow rules and regulations, maintain punctuality, and develop a strong work ethic. Cadets are taught to manage their time effectively to balance their academic commitments and NCC activities, which helps them become more organized and efficient individuals.
- Physical Fitness:** Physical fitness is an important aspect of NCC training. Cadets engage in regular physical activities, including drill exercises, sports, and adventure activities, to enhance their fitness levels. The PSO focuses on improving their endurance, strength, agility, and overall physical well-being.
- Social Awareness and Responsibility:** NCC promotes social awareness and a sense of responsibility towards the community and the nation. Cadets are exposed to various social issues and are encouraged to actively participate in social service activities such as cleanliness drives, blood donation camps, and awareness campaigns. They develop empathy, compassion, and a sense of civic duty.
- National Integration and Cultural Understanding:** NCC fosters national integration and cultural understanding among cadets. It brings together young people from diverse backgrounds and provides a platform for them to interact and appreciate different cultures, languages, and traditions. Cadets learn to respect and value the rich cultural heritage of their country and develop a sense of unity and brotherhood.
- Self-Confidence and Self-Development:** NCC aims to boost the self-confidence and overall personality development of cadets. Through various activities like public speaking, personality development sessions, and exposure to challenging situations, cadets learn to overcome their fears and develop a positive self-image. They gain confidence in their abilities and become more self-assured individuals.
- Crisis Management and Disaster Preparedness:** NCC equips cadets with the skills and knowledge necessary to respond effectively in crisis situations and natural disasters. They receive training in first aid, disaster management, and rescue operations. Cadets learn to remain calm under pressure, make quick decisions, and provide assistance to those in need.
- Ethics and Values:** NCC emphasizes the importance of ethics, values, and integrity. Cadets are encouraged to uphold moral and ethical principles in all aspects of life. They learn to distinguish between right and wrong, and develop a strong sense of integrity, honesty, and accountability.
- Teamwork and Interpersonal Skills:** NCC focuses on developing teamwork and interpersonal skills among cadets. They learn to work collaboratively in a team, respect diversity, and effectively communicate with others. Cadets understand the significance of cooperation and coordination in achieving common goals.
- Environmental Awareness and Conservation:** NCC promotes environmental awareness and conservation among cadets. They learn about environmental issues, sustainable

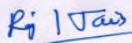
Annexure-4

Examination Scheme (Programme Evaluation Methods)

Sr. No.	Parameters	Max Marks
5.	Entries in Daily Diary	05
6.	Synopsis Project - NCC General	10
7.	Participation in NCC training	10
8.	Participation in Social Service and Community Development (SSCD)	25*
	Total	50

*Evaluation of SSCD:

Sr. No.	Parameters	Max Marks
4.	Presentation/Video/Photographs submitted with report	05
5.	Day Significance	10
6.	Participation in Puneet Sagar, Swachch Bharat, quiz, Social Awareness and Jagrukata Rally etc.	10
	Total	25


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National Education Policy 2020 based syllabus
For
Value added courses for Semester-I and II in UG Programmes
(2 Credits/ semester for I, II semester)
VAC-52F-111

1.	Title of Courses	National Service Scheme (NSS)-2
2.	Nodal Department of HEI to run course	NSS Coordinator of University
3.	Nature of Course- Independent/Progressive	-
4.	No. of seats	100 students in each NSS unit
5.	Course Code..... VAC-52F-111	2 Credits (60 Hours per semester per Unit
6.	Scheme of Examination Maximum marks Minimum marks	Annexure-5 (Attached) 50 20
7.	In the course is based on outside partners/ Institutions/ Industries/ Govt. organization etc.	Yes / No
8.	If yes, Name of proposed outside partners/ Institutions/ Industries/ Govt. organization etc.	Regional Directorate, National Service Scheme Jaipur, Rajasthan
9.	<p>National Service Scheme (NSS) The National Service Scheme (NSS) is an Indian government sector public service program conducted by the Ministry of Youth Affairs [1] and Sports of the Government of India. Popularly known as NSS, the scheme was launched in Gandhiji's Centenary year in 1969. Aimed at developing student's personality through community service, NSS is a voluntary association of young people in Colleges, Universities and at +2 level working for a campus-community (esp. Villages) linkage.</p> <p>Objectives of NSS:</p> <p><i>The main objectives of National Service Scheme (NSS) are</i></p> <ul style="list-style-type: none"> • understand the community in which they work • understand themselves in relation to their community • identify the needs and problems of the community and involve them in problem-solving • develop among themselves a sense of social and civic responsibility • utilise their knowledge in finding practical solutions to individual and community problems • develop competence required for group-living and sharing of responsibilities • gain skills in mobilizing community participation • acquire leadership qualities and democratic attitudes • develop capacity to meet emergencies and natural disasters and • practise national integration and social harmony 	
10	<p>Syllabus Guidelines: Theory Weight -15 Practical/Project work – 30 hours + 15 hours (Any one project work, Field Visits/ Trainings)</p> <p>Unit-1: Importance and role of youth leadership in society (3)</p> <ol style="list-style-type: none"> a) Volunteerism and Leadership b) Gender and Society c) Fundamental Rights d) Consumer Rights <p>Unit-2: Awareness Camps (5)</p> <ol style="list-style-type: none"> a) First Aid Training b) Traffic Awareness Programme c) Self Defense d) Environment Protection 	

	<p>Unit-3: Social Harmony and Health (4)</p> <p>a) Indian History and Culture b) Role of Youth in National Building c) Group Discussion d) Health, Hygiene and diseases</p> <p>Unit-4: Youth development programmes in India (3)</p> <p>a) National Youth Policy b) Youth Development Programmes at voluntary, District, State and National Level c) Personality Development d) State Government Schemes</p>
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Suggested books/ references/ websites

1. NSS Manual
2. <https://nss.gov.in>
3. yas.nic.in

Programme Specific Outcomes

- **Volunteership:** to make students understand the role of a volunteer and need of volunteership in Society.
- **Community participation:** Adoption of slum under this scheme is a better way to connect students with the society through which they can understand the society at grass root level
- **Youth development:** Various activities undertaken under scheme support overall development of youth, Participation of youth at various District, state, national and international camp supports that.
- **Leadership skills:** Promoting volunteership skills amongst students develops leadership skills in them.
- **Social awareness:** Activities like blood donation camp, Swachh bharat abhiyan, run for unity, HIV/ AIDS awareness, beti bachao beti padhao, voter awareness etc. builds social awareness among students.
- **Social harmony and community development:** Participation of students in community awareness activities promotes better connect with the society and developing understanding and builds harmony.
- **Integration:** Various camps like National Integration Camp and Youth Exchange Programmes integrate youth and understand culture.
- **Know your culture:** Activities that promote better understanding of heritage and culture is also a major concern of the syllabus.

Annexure-5

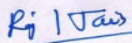
Examinations Scheme (Programme Evaluation Methods)

Sr. No.	Parameters	Max Marks
1.	Attendance	5
2.	Entries in Daily diaries	10
3.	Awareness Camps	10
4.	Participation in Social Service and Community Development (SSCD)	*25
	Total	50

* Participation in Social Service and Community Development (SSCD)

Sr. No.	Parameters	Max Marks
1.	Presentation/ Video/ Photographs submitted with Diary	5

2.	Significance of various days	10
3.	Participation in Blood donation, Swachh bharat abhiyan, quiz, social awareness and jagrukta railies, run for unity, yoga day, voter awareness and similar kind of activities.	10
	Total	25


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VAC-51T-112– ENVIRONMENTAL STUDIES

Semester	Code of the Course	Title of the Course/Paper		NHEQF Level	Credits
I/II	VAC-51T-112/ VAC-52T-112	Environmental Studies		5	2
Level of Course	Type of the Course	Credit Distribution		Offered to NC Student	Delivery Type of the Course
		Theory	Practical		
Introductory	Value Added	2	-	Yes	30 Hours Theory
Prerequisites	XII Pass				
Objectives of the Course:	Objectives of the Course – <ol style="list-style-type: none"> To make students aware about the importance of physical environment and its various components. To make students realize their role in the protection and maintenance of a healthy environment for sustainable development. To understand the significance and issues related to natural resources, ecosystems, biodiversity. To encourage them to explore ways of managing/ conserving natural resources. To develop understanding of causes and sources of environmental pollution and their impact on quality of life. To educate the young minds about environmental movements and laws. To encourage to adopt sustainability as a practice in life, society, and industry. 				

Examination Scheme-

Regular Students –

Type	Paper code and Nomenclature	Duration of Examination	Maximum Marks (CA + EoSE)	Minimum Marks (CA + EoSE)
Theory	VAC- 51T-112– Environmental Studies / VAC- 52T-112– Environmental Studies	1 Hrs-CA 1 Hrs-EoSE	10 Marks-CA 40 Marks-EoSE	4 Marks-CA 16 Marks-EoSE

The question paper for **Environmental Studies** will be so set that it has 40 multiple choice questions (Bilingual) of one mark each. The Question paper will be of duration of 1 hour. The examinees will have to give their answers on an OMR sheet only to be provided by the University whose evaluation will be done based on OMR Scanning Technology.

Non-Collegiate Students –

Type	Paper code and Nomenclature	Duration of Examination	Maximum Marks (EoSE)	Minimum Marks (EoSE)
Theory	VAC- 51T-112– Environmental Studies / VAC- 52T-112– Environmental Studies	1 Hrs	50 Marks	20 Marks

The question paper for **Environmental Studies** will be so set that it has 50 multiple choice questions (Bilingual) of one mark each. The Question paper will be of duration of 1 hour. The examinees will have to give their answers on an OMR sheet only to be provided by the University whose evaluation will be done based on OMR Scanning Technology.

Detailed Syllabus

VAC-51T-112– ENVIRONMENTAL STUDIES

Unit I	Humans and the Environment Definition, scope and multidisciplinary nature of Environmental Studies. Need for Environmental awareness and environmental education in present-day context. Population growth, variation among nations, Population explosion: Family Welfare Programme, Impacts of rising population on human health and environment. Human Rights, Environmental ethics, World food problems, Role of Information Technology in Environment and human health.	5 Lectures
Unit II	Natural Resources, Management and Sustainability Classification of resources: renewable and non-renewable resources. Forest resources: Use and over-exploitation, causes and impacts of deforestation. Water resources: Use and over-utilization of surface and groundwater, floods, drought, and conflicts over water. Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources, related case studies. Energy resources: Growing energy need, renewable and non-renewable energy sources, use of alternate energy sources. Related case studies. Land resources, Land degradation, fertilizer-pesticide problems, water logging, salinity, soil erosion and desertification. changes caused by agriculture and overgrazing, effects of modern agriculture. Sustainability and resource conservation: Sustainable development, Sustainable Development Goals, Equitable use of resources for sustainable lifestyles, resource conservation, rain water harvesting, watershed management, wasteland reclamation.	9 Lectures
Unit III	Ecosystem and Biodiversity Concept, Structure and functions of ecosystem: Producers, consumers and decomposers, Energy flow in the ecosystem, Food chains, food webs and ecological pyramids. Ecosystems and ecosystem services: Major ecosystem types in India and their basic characteristics- forests, wetlands, grasslands, agriculture, coastal and marine; Ecosystem services- classification and their significance. Concept, definition and types of biological diversity (genetic, species and ecosystem diversity). Value of biodiversity: consumptive use, productive use, social, ethical, aesthetic, option values. Threats to biodiversity, Biodiversity at global, national and local level, Hot-spots of biodiversity. India as a mega-diversity nation, Biogeographical classification of India, Endangered, Threatened and endemic species of India. Conservation of biodiversity: <i>In-situ</i> and <i>Ex-situ</i> conservation of biodiversity, Red Data Book.	8 Lectures
Unit IV	Environmental Issues Definition, Causes, effects and control measures of: Air, Water, Soil, Marine, Noise, Thermal, Nuclear. Greenhouse gases and their impacts, Climate change, Global warming, Acid rain, Ozone layer depletion, Nuclear accidents and holocaust. Solid waste management: Generation and management of urban, industrial, biomedical and e- wastes. Waste Management- Concept of 3R (Reduce, Recycle and Reuse). Environmental Protection Act, Water (Prevention and Control of Pollution) Act, Air (Prevention and Control of Pollution) Act, Wild life protection Act, Forest Conservation Act, Biological Diversity Act. Social issues: Resettlement and rehabilitation of people: its problems and concerns.	8 Lectures

Environmental movements: Chipko, Appiko movement, Silent valley, Big dam movements.
Environmental audit and Environmental Impact Assessment.
International agreements: Earth Summits, Convention on Biological Diversity (CBD),
Montreal Protocol, Kyoto protocol.

Students should be encouraged to visit places of Environmental Importance including Natural and Manmade Habitat.

Suggested Books and References –

1. Ahluwalia, V. K. (2016) Environmental Studies: Basic concepts. Energy and Resources Institute
2. Asthana, D. K. (2006). Text Book of Environmental Studies. S. Chand Publishing.
3. Basu, M. and Xavier, S. (2016). Fundamentals of Environmental Studies, Cambridge University Press, India
4. Basu, R. N. (Ed.) (2000). Environment. University of Calcutta, Kolkata.
5. Bharucha, E. (2013). Textbook of Environmental Studies for Undergraduate Courses. Universities Press.
6. Fisher, Michael H. (2018). An Environmental History of India- From Earliest Times to the Twenty-First Century, Cambridge University Press.
7. De, A.K. (2006). Environmental Chemistry, 6th Edition, New Age International, New Delhi.
8. Headrick, Daniel R. (2020) Humans versus Nature- A Global Environmental History, Oxford University Press.
9. Jha L. and Shailendra, Environmental Studies, CBH publications, Jaipur
10. Manahan, S.E. (2022). Environmental Chemistry (11th ed.). CRC Press.
11. Rajagopalan, R. (2011). Environmental Studies from Crisis to Cure. Oxford University Press
12. Sharma, P. D. (2005). Ecology and Environment. Rastogi Publications.
13. Singh, J.S., Singh, S.P. and Gupta, S.R. (2006). Ecology, Environment and Resource Conservation. Anamaya Publications.

Course Learning Outcomes:

At the end of the course, students will –

- Gain in-depth knowledge of natural processes and resources that sustain life and govern the economy.
- Develop critical thinking to shape strategies (scientific, social, economic, administrative, and legal) for environmental protection, conservation of biodiversity, protection of natural resources and sustainable development.
- Understand and predict the consequences of human actions on the environment and the quality of human life.
- Acquisition of values and attitudes towards understanding complex environmental economic-social challenges.
- Actively participate in solving current environmental problems and preventing future ones.

University of Rajasthan
NEP-2020 based Syllabus
For
Value Added Courses for Semester III and IV in UG Programmes
(2 credits/semester for Semester III/IV.)
VAC-63F-201/VAC-64F-201

1	Title of course- Anandam - II	
2	Nodal Department of HEI to run course	Sociology.
3	Nature of course- Independent/Progressive	No
4	Number of Seats-	60 students per batch
5	Course Code-VAC-51F-101/VAC-52F-101	Credits-02(1Theory OR 2Practical Hours per week)
6	Scheme of Examination Maximum Marks Minimum Marks	Annexure-1 (Attached) 50 20
7	Is this course is based on Outside Partners/Institutions/Industry/ Govt. Org. etc. ?	Yes No
8	If Yes, Name of proposed Outside Partners /Institutions /Industry/ Govt. Org. etc.	Any Government Organization and NGOs
9	<p>Syllabus</p> <ul style="list-style-type: none"> • Individual Activities • Group Activities • 1 hour lecture per week • Report of Group Project • Lecture/Webinar, Interactive Session to be organized in College for students on Anandam Day (Last Working Day of every Month) <p>Guidelines</p> <ul style="list-style-type: none"> • Adopt an area/colony/office to train people about plastic/organic waste disposal. • Form a group to ensure that injured and sick cows and other animals in your area are taken care of. • Adopt an area/colony to rectify issues related to water /electricity/ waste disposal/ road safety/pollution, etc. • Create a book/food/clothes/mobile/equipment bank and distribute it to the needy. • To Monitor unauthorized cutting of trees and related issues. • Engage in massive plantation and afforestation programs. • Adopt local heritage sites or spots of tourist interest and work for its restoration and publicity on tourist guide maps. • Coordinate with hospitals / NGOs and organise medical check-up camps for children/women in poor localities. • Form drug/alcohol de-addiction help-groups and motivate people. • Organize Vocational Skill Training Programs in juvenile jails and women homes. • Form a group to help workers/house maids to make cooperatives for small scale loans. • Form a group to monitor and resolve eve-teasing/ harassment of women, children and old people. • Form a group to restore and publicise local art-forms like weaving/ dyeing, maandna, folk songs, old manuscripts, etc • Form age/gender specific groups for collective yoga/meditation in a community, society, hostel, etc. 	

- Form a group to restore wells/step wells/ponds or other similar water sources.
- Form a group to motivate people to employ rain water harvesting and solar energy harvesting techniques.
- Form a group to maintain a public garden/park for the residents of a particular area.
- To train youngsters about computer programming and apps.
- Engage in " Beti Bachao Beti Padhao" programs for over all development and empowerment of girl child in your locality.
- Innovate/Design Simple technology using local resources that saves labour time of labourers and poor farmers and impacts their lives positively.
- E-literacy programs, to help organizations/individuals with email and websites, etc.
- Time giving activities to adopted communities for spreading awareness regarding Govt. programmes/Schemes.
- Sports activities like yoga, meditation, drills and physical exercises in adopted areas
- Spread awareness about dental care, first-aid training, etc.
- Form group for attending to old people to assist them for market and groceries, etc.

Annexure-1

Examination Scheme:

Programme Evaluation Methods:

S.No.	Parameters	Max. Marks
1	Entries in Daily Diary	05
2	Synopsis of Project	10
3	Participation in Anandam Day (Last working day of every month)	10
4	Report of Group Project	25
	Total	50

Evaluation of Group Projects (25 Marks)

S.No.	Parameters	Max. Marks
1	Presentation/Video/Photographs submitted with Report	05
2	Media Report of Certificate from Govt. Organization/NGO/Community Forum/ Social Organisation Etc.	10
3	Challenging Issues / Problem Solving/ Innovation addressed in Project Report	10
	Total	25

“Traditional & Modern Medicine Systems for Everyday Health Solutions”

1	Title of the Course	Traditional & Modern Medicine Systems for Everyday Health
2	Nodal Department of HEI	COC in Pharmaceutical chemistry All UG colleges (Delivery by faculty of any subject)
3	Nature of Course	Independent (Multidisciplinary) (IKS)
4	Number of seats	60 per batch
5.	Course Code	VAC VAC-63T-203/VAC-64T-203
6.	Level of course	NHEQF Level – 5/6
7.	Delivery sub-type of the course	Theory (Lectures)
8.	Pre-requisite of the course	NA (students of all discipline eligible to study this course).
9.	No. of Credits	2 Credits(Total Teaching hrs 30)
10.	Scheme of Exam	Max. marks. – 10+40 Min. passing marks - 4+16

- (i) **Course Objectives- In view of the importance of Human Health in present times, the course is intended to -**
- a) Add value in the basic knowledge of students from all faculty/disciplines to enhance awareness of the essentiality of holistic health in present modern era.**
 - b) Provide valuable insights into the evolution and interplay of diverse medicinal systems currently in practice.**
 - c) Impart awareness about the rich history and foundations of traditional Indian medicinal systems.**
- (ii) **Course Outcome** – After completion of the course, there will be value addition in the knowledge of students about the history of Traditional Indian Medicine System. They will be able to translate the acquired knowledge to identify different categories of Medicine systems and deal appropriately with real life situations.
- (iii) **Course Learning Outcome-** After completing this course the students will learn to handle oneself well in all life situations related to Health and wellness. Students will acquire basic necessary information about various classes/types of important medicines and drug from traditional as well as contemporary medicinal systems, which is essential for everyone in today’s scenario.

Syllabus

Traditional & Modern Medicine Systems for Everyday Health Solutions

(30 hrs teaching)

Max. marks. – 10+40

Min. passing marks - 4+16

Exam – 3 hrs

Unit – I

History and evolution of Traditional Medicine Systems in India : Historical origins of AYUSH system of Medicines and other practices for maintaining health such as, Naturopathy and Yoga , Timeless wisdom and practices of these systems. Concept of health, disease causation, and treatments available, 20 key Indian Herbs used throughout the world for maintaining health, Ayurveda's rising prominence and acceptance on the global health stage. (7hrs)

Unit – II

Significance of Modern Medicine in Everyday Living

Exploring the Pros and Cons: Modern Medicine versus AYUSH.

An Overview of Drug Categories - Definitions and Common Examples: This includes Analgesics, Antacids, Antianxiety Medications, Antiarrhythmics, Antibacterials, Antibiotics, Anticoagulants/Thrombolytics, Anticonvulsants, Antidepressants, Antidiarrheals, Antifungals, Antihistamines, Antihypertensives, Anti-Inflammatories, Antineoplastics, Antipyretics, Antivirals, Beta-Blockers, Bronchodilators, Corticosteroids, Cough Suppressants, Cytotoxics, Decongestants, Diuretics, Expectorants, Hormone Therapies, Hypoglycemics, Laxatives, Immunosuppressives, Muscle Relaxants, Non-steroidal Anti-inflammatory Drugs, Sedatives, Pheromones, Sleep Aids, and Tranquilizers. Vitamins and Nutrition for maintaining health and addressing health issues.

(8hrs)

Unit - III

Drug Molecules isolated from Natural Sources

Introduction, source of its origin and Therapeutic use of - **Steroids:** Hormones (derived from diosgenin, hecogenin, and stigmasterol), Digitalis glycosides (digoxin, digitoxin from digitalis). **Alkaloids:** Belladonna-type solanaceoustropane alkaloids (atropine, hyoscyamine, scopolamine), Opium alkaloids (codeine, morphine), Catharanthus or Vinca alkaloids (vinblastine, vincristine), Reserpine from Sarpagandha, Cinchona alkaloids (quinine, quinidine), Colchicine from Colchicum autumnal, Cocaine from Erythroxylum coca, Taxol from Taxus brevifolia.

Other Important Phytochemicals : Curcumin (from turmeric), L-Thianine (from Green Tea), Caffeine (from Tea & Coffee), Artemisinin (extracts of sweet wormwood, Artemisia annua), Chlorogenic acid (from coffee). (7hrs)

Unit – IV

Modern and Traditional Practices for emergency medical situations and old age related Health issues

Identification of emergency, action required, and primary medication for – Stroke, Bleeding, Chest pain, Heart attack (Myocardial infarction), Burns, Fainting, Choking, Anaphylaxis, Allergic reaction, Shortness of breath, Paralysis, Seizure (Epilepsy), Poisoning.

Care, Prevention and Medication for Old Age related Health issues: Parkinson, Alzheimer, Dementia, Osteoporosis, Arthritis, and Bone fracture (8hrs)

Suggested Books and Readings

1. Selected Medicinal Plants of India, compiled by Bhartiya Vidya Bhawan's SPA research centre, Bombay, 1992
2. Encyclopedia of Medicinal Plants, 2001, Publisher: Dorling Kindersley
3. Indian Herbal Pharmacopoeia 2014, published by By Indian Pharmacopoeia Commission. 2013
4. Handbook of Anupana Pathya & Apathya, published by Indian Drug Manufacturer Association, Mumbai
5. Herbal Medicine in India (Indigenous Knowledge, Practice, Innovation and Its Value)2020
6. Nature Cure, e-Book by M. K. Gandhi. Prabhat Prakashan, 2021 (original book 1954)
7. Frequently Prescribed Medications, Drugs You Need to Know, eBook by Michael A. Mancano, Jason C. Gallagher, Publisher Jones & Bartlett Learning, 2013

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**Value Added Courses for Semester-III
(2 Credits/ Semester)**

1.	Title of Courses	National Service Scheme (NSS) Semester-III
2.	Nodal Department of HEI to run course	NSS Coordinator of University
3.	Hours	60 hours per Semester
4.	No. of seats	100 students in each unit
5.	Course Code- VAC-63F-204	
6.	Maximum marks Minimum marks	50 20
7.	In the course is based on outside partners/ Institutions/ Industries/ Govt. organization etc.	Yes / No
8.	If yes, Name of proposed outside partners/ Institutions/ Industries/ Govt. organization etc.	Regional Directorate, National Service Scheme Jaipur, Rajasthan
9.	<p>National Service Scheme (NSS): The National Service Scheme (NSS) is an Indian government sector public service program conducted by the Ministry of Youth Affairs [1] and Sports of the Government of India. Popularly known as NSS, the scheme was launched in Gandhiji's Centenary year in 1969. Aimed at developing student's personality through community service, NSS is a voluntary association of young people in Colleges, Universities and at +2 level working for a campus-community (esp. Villages) linkage.</p> <p>Objectives of NSS: The main objectives of National Service Scheme (NSS) are</p> <ul style="list-style-type: none"> • To understand the community in which they work • To understand themselves in relation to their community • To identify the needs and problems of the community and involve them in problem-solving • To develop among themselves a sense of social and civic responsibility • To utilize their knowledge in finding practical solutions to individual and community problems • To develop competence required for group-living and sharing of responsibilities • To gain skills in mobilizing community participation • To acquire leadership qualities and democratic attitudes • To develop capacity to meet emergencies and natural disasters and • To practice national integration and social harmony 	

SEMESTER-III- PAPER-VAC-63F-204

Theory Weight -15

Practical/Project work – 30 hours + 15 hours (Any one project work, Field Visits/ Trainings)

Unit-01: Health, Hygiene and Sanitation (3)

- Introduction to hygiene and sanitation
- Importance of hygiene and sanitation in maintaining personal health
- Various central/ state government programmes

Unit-02: Youth and Yoga (4)

- History of yoga
- Types of yoga and their benefits, Managing Mental Health problems through Yoga & Meditation
- National yoga day: History, Achievements & Challenges
- Dreams of developed India: Contribution of yoga

Unit-03: Youth and Ayurveda (4)

- Principles of Ayurvedic diet: Aharavidhividhan, Sattvic, Rajasi & Tamasic foods
- Viruddha, Pathya, Apathya & Viprita Ahaar
- Dincharya and ritucharya
- Managing Examination Stress, Depression and Anxiety through Ayurvedic

Unit-04: Environment (4)

- Waste management
- Natural resource management
- Biodiesel
- Green building

Suggested books/ references/ websites

- NSS Manual
- <https://nss.gov.in>
- yas.nic.in

Programme Specific Outcomes

Volunteership: To make students understand the role of a volunteer and need of volunteership in Society.

Community participation: Adoption of slum under this scheme is a better way to connect students with the society through which they can understand the society at grass root level

Youth development: Various activities undertaken under scheme support overall development of youth, Participation of youth at various District, state, national and international camp supports that.

Leadership skills: Promoting volunteership skills amongst students develops leadership skills in them.

Social awareness: Activities like blood donation camp, Swachhbharatabhiyan, run for unity, HIV/ AIDS awareness, betibachaobeti padhao, voter awareness etc. builds social awareness among students.

Socialharmony and community development: Participation of students in community awareness activities promotes better connect with the society and developing understanding and builds harmony.

Integration: Various camps like National Integration Camp and Youth Exchange Programmes integrate youth and understand culture.

Know your culture: Activities that promote better understanding of heritage and culture is also a major concern of the syllabus.

University of Rajasthan
National Education Policy 2020 based syllabus
For
Value Added Courses for Semester-IV in UG Programmes
(2 Credits/ Semester)

1.	Title of Course	National Service Scheme (NSS) Semester-IV
2.	Nodal Department of HEI to run course	NSS Coordinator of University
3.	Hours	60 hours per Semester
4.	No. of seats	100 students in each unit
5.	Course Code- VAC-64F-205	
6.	Maximum marks Minimum marks	50 20
7.	In the course is based on outside partners/ Institutions/ Industries/ Govt. organization etc.	Yes / No
8.	If yes, Name of proposed outside partners/ Institutions/ Industries/ Govt. organization etc.	Regional Directorate, National Service Scheme Jaipur, Rajasthan
9.	<p>National Service Scheme (NSS) The National Service Scheme (NSS) is an Indian government sector public service program conducted by the Ministry of Youth Affairs [1] and Sports of the Government of India. Popularly known as NSS, the scheme was launched in Gandhiji's Centenary year in 1969. Aimed at developing student's personality through community service, NSS is a voluntary association of young people in Colleges, Universities and at +2 level working for a campus-community (esp. Villages) linkage.</p> <p>Objectives of NSS:</p> <p><i>The main objectives of National Service Scheme (NSS) are</i></p> <ul style="list-style-type: none"> • understand the community in which they work • understand themselves in relation to their community • identify the needs and problems of the community and involve them in problem-solving • develop among themselves a sense of social and civic responsibility • utilize their knowledge in finding practical solutions to individual and community problems • develop competence required for group-living and sharing of responsibilities • gain skills in mobilizing community participation • acquire leadership qualities and democratic attitudes • develop capacity to meet emergencies and natural disasters and • practice national integration and social harmony 	

SYLLABUS - PAPER-VAC-64F-205

Theory Weight -15

Practical/Project work – 30 hours + 15 hours (Any one project work, Field Visits/ Trainings)

Unit-1: Road safety awareness (4)

- Need & importance
- Safe driving
- Safety devices
- Road signs & driving rules

Unit-2: Disaster Management (4)

- Introductory idea
- Types of disasters
- Significance of NSS in disaster management (Special emphasis on state of Rajasthan)
- National Disaster Management Authority

Unit-3: The Constitution of India (4)

- Introduction
- Federal Republic
- Socialism & Democracy
- Fundamental duties

Unit-4: Cyber Security (3)

- Online security and privacy
- Data breach and Cyber Attacks
- National Cyber Security Policy, Cyber Surakshit Bharat & Cyber Swachhta Kendra

Suggested books/ references/ websites

1. NSS Manual
2. <https://nss.gov.in>
3. yas.nic.in

Programme Specific Outcomes

Volunteership: To make students understand the role of a volunteer and need of volunteership in Society.

Community participation: Adoption of slum under this scheme is a better way to connect students with the society through which they can understand the society at grass root level

Youth development: Various activities undertaken under scheme support overall development of youth, Participation of youth at various District, state, national and international camp supports that.

Leadership skills: Promoting volunteership skills amongst students develops leadership skills in them.

Social awareness: Activities like blood donation camp, Swachh bharat abhiyan, run for unity, HIV/AIDS awareness, betibachao betipadhao, voter awareness etc. builds social awareness among students.

Social harmony and community development: Participation of students in community awareness activities promotes better connect with the society and developing understanding and builds harmony.

Integration: Various camps like National Integration Camp and Youth Exchange Programmes integrate youth and understand culture.

Know your culture: Activities that promote better understanding of heritage and culture is also a major concern of the syllabus.

NCC Semester- III Semester Syllabus

1.	Title of Course	NCC-3 (Semester-III)	
2.	Nodal Department of HEI to run course	Coordinator of NCC (NCC Incharge, UoR)	
3.	Board Area/Sector	University	
4.	Sub Sector	College	
5.	Nature of Course -Independent/Progressive	Progressive	
6.	Requisite	Qualified in NCC-II (Semester-II)	
7.	Number of Seats	As per Vacancies allotted by Unit/DG NCC	
8.	Course Code-VAC-63F-206	Credits-02 (1 Theory & 2 Practical Hours per Week)	
9.	Scheme of Examinations	As per SNCCO (Concern Unit ANO can provided the marks according the Cadets preformation in NCC Training)	
	Max Marks	50	
	Minimum Marks	20	
10.	Is this course is based on outside Partners/Institutions/Industry/Govt. Org. etc?	Yes	No
11.	If Yes, Name of proposed outside Partners/Institutions/Industry/Govt. Org. etc?	NCC Unit/ NCC office, Jaipur	
12.	<p>Course Objective of NCC The National Cadet Corps (NCC) is one of the largest youth organizations in India, with a primary objective of developing character, discipline, and leadership qualities among the youth. One of the primary objectives of the NCC course is to develop leadership qualities among the cadets. Through various training activities, including drill exercises, obstacle courses, and team-building exercises, the course instills in its cadets the ability to lead and inspire others. Cadets are taught to make quick decisions, take responsibility, and work in teams. These leadership skills are not only beneficial during the NCC training but also in all aspects of life, be it academics, career, or personal relationships.</p>		
13.	<p>Syllabus (Semester-III) Total Hours-15 (Credits-01) Practical -30 Hours (Credits-02)</p> <p>Unit-I: National Integration and Awareness Unit-II: Leadership Unit-III: Social Awareness & Community Development Unit-IV: Health & Hygiene</p>		

Unit wise details of the Value Added Course (NCC-III)

Unit	Title of Unit	Course Content	Theory Hours	Practical Hours
Unit-I	National Integration and Awareness	Freedom Struggle and Nationalist Movement in India, Problems / Challenges of National Integration. National Integration Council. Images/ Slogans for National Integration Contribution of Youth in Nation Building.	5	30
Unit-II	Leadership	Leadership Traits. Types of Leadership. Effects of Leadership with historical examples. Body Language.	2	
Unit-III	Social Awareness & Community Development	Drug Abuse & Trafficking, Civic Responsibilities, Causes & Prevention of HIV/ AIDS; Role of youth, Counter Terrorism, Corruption, Social Evils viz Dowry/Female Foeticide/ Child abuse & trafficking etc, RTI & RTE, Traffic Control Org and Anti-drunken Driving, Provisions of Protection of Children from Sexual Harassment Act 2012.	3	
Unit-IV	Health & Hygiene	Structure & functioning of the human body, Hygiene & Sanitation (Personal & Food hygiene), Physical & Mental Health, Infectious & Contagious Diseases & its prevention. Basics of Home Nursing & First-Aid in common medical emergencies, Introduction to Yoga & Exercises.	5	

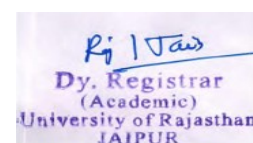
Reference Books

- Bipan Chandra, Mridula Mukherjee, Aditya Mukherjee, K.N. Panikkar, & Sucheta Mahajan. (1989). *India's Struggle for Independence: 1857-1947*. Penguin Books.
 - Mukherjee, R. (1988). *The Rise and Fall of the East India Company: A Sociological Appraisal*. Popular Prakashan.
 - Sharma, R. K. (2004). *Leadership in Indian Organizations: Some Aspects*. Anmol Publications.
 - Nanda, B. R. (2004). *In Search of Gandhi: Essays and Reflections*. Oxford University Press.
 - Reddy, G. N. (2011). *Health and Hygiene: An Introduction*. Neel kamal Publications Pvt. Ltd.
- NCC Cadets Hand Book

Web Links

<https://indiancc.mygov.in/>
<https://nccauto.gov.in/>

Examination Scheme (Programme Evaluation Methods)



S.No.	Parameters	Max Marks
1	Entries in Daily Diary	05
2	Synopsis Project	10
3	Participation in NCC Training	10
4	Participation in Social Service and Community Development (SSCD)	25*

***Evaluation of SSCD:**

S.No.	Parameters	Max Marks
1	Presentation/Video/Photographs submit with report	05
2	Day Significations	10
3	Participation in Puneet Sagar, Sawach Bharat, Quiz, Social Awareness and Jagrukata rally and other SSCD Activities	10
Total		25

Course Learning Outcome

Upon completing this course, students will understand the historical context of India's freedom struggle and the challenges of national integration, recognizing the role of youth in nation-building. They will analyze leadership traits and styles, understanding their impact through historical examples and effective communication, including body language. The course will address social issues such as drug abuse, terrorism, and corruption, highlighting civic responsibilities and preventive measures. Students will also explore social evils like dowry and child trafficking, understanding legal frameworks like RTI, RTE, and the Protection of Children from Sexual Offenses Act 2012. Additionally, they will learn about the human body's structure, emphasizing hygiene, sanitation, and disease prevention. Practical knowledge in home nursing and first aid will be covered, along with the promotion of physical and mental health. An introduction to yoga and exercise will encourage students to integrate wellness into their daily lives.

NCC Semester- IV Semester Syllabus

1.	Title of Course	NCC-4 (Semester-IV)	
2.	Nodal Department of HEI to run course	Coordinator of NCC (NCC Incharge, UoR)	
3.	Board Area/Sector	University	
4.	Sub Sector	College	
5.	Nature of Course -Independent/Progressive	Progressive	
6.	Requisite	Qualified in NCC-III (Semester-III)	
7.	Number of Seats	As per Vacancies allotted by Unit/DG NCC	
8.	Course Code-VAC-64F-207	Credits-02 (1 Theory & 2 Practical Hours per Week)	
9.	Scheme of Examinations	As per SNCCO (Concern Unit ANO can provided the marks according the Cadets preformation in NCC Training)	
	Max Marks	50	
	Minimum Marks	20	
10.	Is this course is based on outside Partners/Institutions/Industry/Govt. Org. etc?	Yes	No
11.	If Yes, Name of proposed outside Partners/Institutions/Industry/Govt. Org. etc?	NCC Unit/ NCC office, Jaipur	
12.	<p>Course Objective of NCC The National Cadet Corps (NCC) is one of the largest youth organizations in India, with a primary objective of developing character, discipline, and leadership qualities among the youth. One of the primary objectives of the NCC course is to develop leadership qualities among the cadets. Through various training activities, including drill exercises, obstacle courses, and team-building exercises, the course instills in its cadets the ability to lead and inspire others. Cadets are taught to make quick decisions, take responsibility, and work in teams. These leadership skills are not only beneficial during the NCC training but also in all aspects of life, be it academics, career, or personal relationships.</p>		
13.	<p>Syllabus (Semester-III) Total Hours-15 (Credits-01) Practical -30 Hours (Credits-02) Unit-I: Adventure Unit-II: Environment , Awareness and Conservation Unit-III: Communications Unit-IV: Disaster Management</p>		

Unit wise details of the Value Added Course (NCC-III)

Unit	Title of Unit	Course Content	Theory Hours	Practical Hours
Unit-I	Adventure	Para Sailing, Slithering, Rock Climbing, Cycling/ trekking	2	

Unit-II	Environment , Awareness and Conservation	Natural Resources – Conservation & Management, Water Conservation & Rainwater harvesting, Waste Management, Pollution Control; Water, Air, Noise and Soil, Energy Conservation, Wildlife Conservation: Projects of India	5	30
Unit-III	Communications	Importance of Communications, Means of communication, Modern Methods of Communication	3	
Unit-IV	Disaster Management	Civil Defence Organisation and its duties/NDMA, Types of emergencies / Natural Disasters, Fire Services & Fire fighting, Traffic control during Disaster under Police Supervision, Essential services and their Maintenance, Assistance during Natural/Other Calamities: Flood/Cyclone/Earth Quake/Accident etc. Setting up of relief camp during Disaster, Collection & Distribution of Aid material	5	

Reference Books

- Chatterjee, S. (2007). *Adventure Sports in India*. Wisdom Press.
 - Singh, S. (2014). *Environmental Science and Ethics*. IK International Publishing House.
 - Reddy, K. R. (2016). *Environmental Management*. Paramount Publishing House.
 - Malhotra, A., & Agnihotri, V. (2011). *Communication*.
 - Gupta, H. K. (2003). *Disaster Management*. Universities Press.
- NCC Cadets Hand Book *Concepts and Skills*. Rupa Publications.

Web Links

<https://indiancc.mygov.in/>
<https://nccauto.gov.in/>

Examination Scheme (Programme Evaluation Methods)

S.No.	Parameters	Max Marks
1	Entries in Daily Diary	05
2	Synopsis Project	10
3	Participation in NCC Training	10
4	Participation in Social Service and Community Development (SSCD)	25*

*Evaluation of SSCD:

S.No.	Parameters	Max Marks
1	Presentation/Video/Photographs submit with report	05
2	Day Significations	10
3	Participation in Puneet Sagar, Sawach Bharat, Quiz, Social Awareness and Jagrukata rally and other	10

SSCD Activities	
Total	25

Course Learning Outcome

The students will develop a comprehensive understanding of adventure activities such as para sailing, slithering, rock climbing, cycling, and trekking, gaining practical skills and confidence in these areas. They will also gain insights into environmental awareness and conservation, focusing on the management and preservation of natural resources, including water conservation, rainwater harvesting, waste management, and pollution control. The course emphasizes energy and wildlife conservation, with a particular focus on Indian conservation projects. Students will learn the importance of communication, exploring various means and modern methods to enhance their effectiveness in personal and professional interactions. In the realm of disaster management, students will understand the roles and responsibilities of civil defense organizations and the National Disaster Management Authority (NDMA). They will learn about different types of emergencies and natural disasters, acquiring skills in fire fighting, traffic control, and maintaining essential services during crises. The course will also cover the setup and operation of relief camps, as well as the collection and distribution of aid materials during disasters such as floods, cyclones, earthquakes, and accidents.

Value Added Courses
Content Writing
(2 Credits)

Semester	Code of the Course	Title of the Course/Paper		NHEQF Level	Credits
III	VAC-63T-208/ VAC-64T-208	Content writing		6	2
Level of Course	Type of the Course	Credit Distribution		Offered to NC Student	Delivery Type of the Course
		Theory	Practical		
Introductory	Value Added	2	-	Yes	30 Hours Theory
Prerequisites	XII Pass				
Objectives of the Course:	Objectives: This course aims to train students for career in Content writing. <ul style="list-style-type: none"> • To create unique useful and compelling content on a topic. • To inform the students to develop content as per the business concept. • To encourage and guide students to write keywords that allows the site visitors • To get the information quickly and efficiently • To equip students to write quality content and run their own blogs or sites. 				

**Examination Scheme-
Regular Students –**

Type	Paper code and Nomenclature	Duration of Examination	Maximum Marks (Midterm + EoSE)	Minimum Marks (Midterm + EoSE)
Theory	VAC-63T-210/ VAC-64T-210 Electoral Literacy	1 Hr-MT 1 Hr- EoSE	10 Marks-MT 40 Marks-EoSE	4 Marks-MT 16 Marks-EoSE

The responsibility of conducting and evaluating the Mid Semester Assessment is vested on the teacher designated as Course Coordinator. The End-Semester Examination shall be conducted by the University

Question paper for **Content Writing** will be so set that it has 40 multiple choice questions (Bilingual) of one mark each. The Question paper will be of duration of 1 hour. The examinees will have to give their answers on OMR sheet only to be provided by the University whose evaluation will be done based on OMR Scanning Technology.

Non-Collegiate Students –

Type	Paper code and Nomenclature	Duration of Examination	Maximum Marks (EoSE)	Minimum Marks (EoSE)
Theory	VAC-63T-210/ VAC-64T-210 Electoral Literacy	1Hr	50 Marks	20 Marks

Question paper for **Electoral Literacy** will be so set that it has 50 multiple choice questions (Bilingual) of one mark each. The Question paper will be of duration of 1 hour. The examinees will have to give their answers on OMR sheet only to be provided by the University whose evaluation will be done based on OMR Scanning Technology.

Detailed Syllabus

Unit wise Details of the Value Added Course

Unit I: Basics of Content Development (6 lectures)

- The Concept of Content Writing and its relevance
- Role and Functions of Content Writers

Unit II: Types of Content writing (8 lectures)

- The process of Content Writing, Editing and Proof-Reading,
- Writing Styles;
- Types of Content writing-Print and web content development

Unit III: Skills for Content writing (8 lectures)

- Different content writing formats
- Major skills for writing quality content
- Strategies in producing high quality content

Unit IV: Developing Plagiarism free content (8 lectures)

- Meaning and concept
- Types of Plagiarism, rules on plagiarism
- How to develop plagiarism-free content
- Copyright issues

Suggested Books/ References /Web links (if available)

Essential Readings/ Online Resources

- 1. Content Writing for the Web -Kristine Halverson
- 2. The Content Strategy Toolkit -Kristine Halverson, Melissa Rach, Megan Casey

Programme Specific Outcome (As per the directions of UGC Framework for UG Programmes)

After completion of course students will be equipped with:

1. The basic concepts of creative writing and content development
2. The knowledge of various styles and techniques of writing and editing
3. The polished creative and critical faculties
4. Better opportunities of employability

**Value Added Courses for Semester III and IV in UG Programmes
(2 Credits/ semester for Semester) III and IV**

1	Title of course- Cyber Law and Ethics	
2	Nodal Department of HEL to runcourse	All College Units
3	Broad Area/Sector	ICT Tools
4	Number of Seats-	60 students per batch
5	Course Code- VAC-63T-209/VAC-64T-209	Credits-02 (4 Hours per week)- Presentations/ Demonstration and Group Activity
6	Scheme of Examination Maximum Marks : 50 Minimum Marks : 20	Internal Assessment: 10 Marks EoSE: 40 marks, Duration: 1 hours Exam pattern: MCQ, 40 questions. The responsibility of conducting and evaluating the Mid Semester Assessment is vested on the teacher designated as Course Coordinator. The End-Semester Examination shall be conducted by the concerned University.
7	Is this course is based on Outside Partners/ Institutions/ Industry/ Govt. Org. etc.?	Yes No
8	Syllabus outlines Unit I : Introduction to Cyber Law Unit II : Information Technology Act Unit III : Cyber Ethics Unit IV : Intellectual Property & Ethical Decision	

Objectives:The course aims to describe frameworks and methodologies for discussion and resolution of ethical problems about cyberspace. Specific legal and ethical cases will be discussed to highlight issues with high impact on human societies arising from the use of computer and cyber technology.

Unit wise Details of the Value Added Course

Particulars	Presentations cum Practice Hours with individual and group activity.
Unit I:Introduction to CyberLaw	08
Evolution of computer technology, emergence of cyber space. Cyber Jurisprudence, Jurisprudence and law, Doctrinal approach, Cyber Ethics, Cyber Jurisdiction, Cyberspace, Web space, Web hosting and web Development agreement, Legal and Technological Significance of domain Names, Internet as a tool for global access.	
Unit II : Information Technology Act	08
Overview of IT Act, 2000, Amendments and Limitations of IT Act, Digital Signatures, Cryptography, Electronic Governance, Legal Recognition of Electronic Records, Legal Recognition of Digital Signature, Certifying Authorities, Cyber Crime and Offences, Network Service Providers Liability, Cyber Regulations Appellate Tribunal, Penalties and Adjudication.	
Unit III : Cyber Ethics	06
The Importance of Cyber Law, Significance of cyber Ethics, Need	

for Cyber regulations and Ethics. Ethics in Information society, Introduction to Artificial Intelligence Ethics: Ethical Issues in AI and core Principles, Introduction to Block chain Ethics.	
Unit IV: Intellectual Property & Ethical Decision	08
Intellectual Property, Copyright; Patent; Trade Secrets; Intellectual Property Issues: Plagiarism, Reverse Engineering, Open Source Code, Competitive Intelligence, Trademark Infringement, and Cybersquatting. Quality and its Importance; Strategies for Developing Quality Software; Use of Contingent Workers; H-IB Workers; Outsourcing; Whistle-Blowing; Green Computing	
Total	30 hours
Requisite: Basic knowledge of Computer Applications.	

Suggested Books/ References /Web links (if available)

(a)	Books:	<p>Essential Readings/ Online Resources</p> <ol style="list-style-type: none"> 1. Ethics for the Information Age. M.J.Quinn. Pearsons Publishing, 2017. 2. Readings in CyberEthics: A systematic Introduction, R.A. Spinello, H.T. Tavani. Jones and Bartlett, 2004. 3. Ethics in Information Technology, Sixth Edition, GeorgeW.Reynolds. 4. Ethics and Technology: Controversies, Questions, and Strategies for Ethical Computing, Fifth Edition, HermanT.Tavani, John Wiley and Sons, 2016. 5. Ethics for Information Age, Eighth Edition, MichaelJ.Quinn, Pearson.
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Programme Specific Outcome (As per the directions of UGC Framework for UG Programmes)

1. Remember the broad set of technical, social & political aspects of Cyber Security.
2. Understand the importance of ethical hacking, its tool and ethical hacking process.
3. Analyze security principles to system design.
4. Understand the methods for authentication, access control, intrusion detection and prevention in Cyber Security
5. Develop an understanding of ethical and socio-technical challenges faced by an ICT professional, including human factors, accessibility and usability.
6. Evaluate the role of standards, codes of conduct and legislative/regulatory obligations on the level of professionalism of the ICT industry.

Syllabus

VAC-63T-210/VAC-64T-210 – ELECTORAL LITERACY

Semester	Code of the Course	Title of the Course/Paper			NHEQF Level	Credits
III	VAC-63T-210/ VAC-64T-210	Electoral Literacy			6	2
Level of Course	Type of the Course	Credit Distribution		Offered to NC Student	Delivery Type of the Course	
		Theory	Practical			
Introductory	Value Added	2	-	Yes	30 Hours Theory	
Prerequisites	XII Pass					
Objectives of the Course:	<p>Objectives:This course aims to educate students on the electoral process in India, the importance of civic engagement, and how to make informed voting decisions. Students will:</p> <ol style="list-style-type: none"> 9. Understand the historical context and evolution of the electoral system in India. 10. Learn the structure and function of the Indian government and electoral bodies. 11. Analyze the importance of voter registration and participation. 12. Develop critical thinking skills to evaluate candidates and policies in India. 13. Gain knowledge about different electoral systems and practices worldwide, with a focus on India. 					

Examination Scheme- Regular Students –

Type	Paper code and Nomenclature	Duration of Examination	Maximum Marks (Midterm + EoSE)	Minimum Marks (Midterm + EoSE)
Theory	VAC-63T-210/ VAC-64T-210 Electoral Literacy	1 Hr-MT 1 Hr- EoSE	10 Marks-MT 40 Marks-EoSE	4 Marks-MT 16 Marks-EoSE

The responsibility of conducting and evaluating the Mid Semester Assessment is vested on the teacher designated as Course Coordinator. The End-Semester Examination shall be conducted by the University

Question paper for **Electoral Literacy** will be so set that it has 40 multiple choice questions (Bilingual) of one mark each. The Question paper will be of duration of 1 hour. The examinees will have to give their answers on OMR sheet only to be provided by the University whose evaluation will be done based on OMR Scanning Technology.

Non-Collegiate Students –

Type	Paper code and Nomenclature	Duration of Examination	Maximum Marks (EoSE)	Minimum Marks (EoSE)
Theory	VAC-63T-210/ VAC-64T-210 Electoral Literacy	1Hr	50 Marks	20 Marks

Question paper for **Electoral Literacy** will be so set that it has 50 multiple choice questions (Bilingual) of one mark each. The Question paper will be of duration of 1 hour. The examinees will have to give their answers on OMR sheet only to be provided by the University whose evaluation will be done based on OMR Scanning Technology.

Detailed Syllabus

Unit wise Details of the Value Added Course

Unit I: Constitution of India (08 lectures)

- Philosophy of the Constitution of India
- Indian Constitution at Work
- Election and Representation
- Elections and democracy
- Reservation of constituencies
- Free and fair elections
- Universal franchise and right to contest Independent Election
- The role of elections in Indian democracy

Unit II: History of Elections in India (08 lectures)

- Historical development of the electoral system in India
- Key milestones in the evolution of voting rights in India
- Excerpts from historical texts on Indian voting rights and suffrage movements
- Rationale of Free and Fair elections.
- Need for electoral reforms.

Unit III: Election system in India (08 lectures)

- Structure of Government and Electoral Bodies in India
- Structure of local, state, and central governments in India
- Structure and functions of the Election Commission of India
- Role and functions of the Election Commission of India
- Voter Registration and Participation in India

Unit IV: Voter Education (06 lectures)

- **Voter Education: An Undermined Necessity**
- Voter registration processes and requirements in India
- Barriers to voter participation in India
- Ways to increase participation in election process :
- Should Voting be made Mandatory by the State?
- Online Voting: the way forward
- **PRACTICAL WORK:**
 - Case studies of recent political campaigns in India
 - Group project on creating a mock political campaign
 - Workshop on how to register to vote in India

Suggested Books/ References /Web links (if available)

Essential Readings/ Online Resources

1. "India After Gandhi: The History of the World's Largest Democracy" by Ramachandra Guha
2. "The Verdict: Decoding India's Elections" by Prannoy Roy and Dorab R. Sopariwala
3. Election Commission of India's reports on recent elections
4. International reports on Indian elections by organizations like NDI and IFES
5. Reports on voter registration statistics and challenges in India

Online resources:

- (<https://eci.gov.in>)
- <https://www.nvsp.in>

Programme Specific Outcome: (As per the directions of UGC Framework for UG Programmes)

1. Cultivate a sense of responsibility amongst students towards active and informed participation in the democratic process.
2. Encourage continuous learning and engagement with political and electoral issues in India.
3. Understand and articulate the steps involved in voter registration in India.
4. Identify barriers to voter participation and propose strategies to overcome them.
5. Understand the importance of free and fair elections and identify common threats to election integrity.



University of Rajasthan Jaipur

SYLLABUS

(Three/Four Year Under Graduate Programme in Social Science)

III & IV Semester Examination-2024-25

As per NEP – 2020

Signature of Dean	Signature of BoS Convenor	Signature Of DR (Academic-II)

R. Jais
Dy. Registrar
(Academic)
University of Rajasthan
JAIPUR

Name of University	University of Rajasthan, Jaipur
Name of Faculty	Social Science
Name of Discipline	Political Science
Type of Discipline	Major
List of Programme were offered as Minor Discipline	UG9102, UG9106, UG9110, UG9112
Offered to Non-Collegiate Students	Yes

SEMESTER-WISE PAPER TITLES WITH DETAILS

[In case there is no practical]

[Programme Code- UG 9101 POL-63T-201]-[Programme Name]									
					[Subject]	Credits			
#	Level	Semester	Type	Title	L	T	P	Total	
1.	5	I	MJR	[Programme Code] - [Course Code] - [Course Name]	6	0	0	6	
2.	5	II	MJR	[Programme Code] - [Course Code] - [Course Name]	6	0	0	6	
3.	6	III	MJR	UG 9101 - POL-63T-201 - B.A. Selected Political Systems	6	0	0	6	
4.	6	IV	MJR	UG 9101 - POL-64T-202 - B.A. Indian Political System	6	0	0	6	
5.	7	V	MJR	[Programme Code] - [Course Code] - [Course Name]	6	0	0	6	
6.	7	VI	MJR	[Programme Code] - [Course Code] - [Course Name]	6	0	0	6	
7.	8	VII	MJR	[Programme Code] - [Course Code] - [Course Name]	6	0	0	6	
8.	8	VII	MJR	[Programme Code] - [Course Code] - [Course Name]	6	0	0	6	
9.	8	VIII	MJR	[Programme Code] - [Course Code] - [Course Name]	6	0	0	6	
10.	8	VIII	MJR	[Programme Code] - [Course Code] - [Course Name]	6	0	0	6	

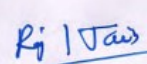
Signature of Dean	Signature of BoS Convenor	Signature Of DR (Academic-II)

R. Jais
Dy. Registrar
(Academic)
University of Rajasthan
JAIPUR

Examination Scheme

1.	1 credit = 25 marks for examination/evaluation
2.	For Regular Students there will be Continuous assessment, in which sessional work and the terminal examination will contribute to the final grade. Each course in Semester Grade Point Average (SGPA) has two components- Continuous assessment (20% weightage) and (End of end-semester examination) EoSE (80% weightage).
3.	For Regular Students, 75% Attendance is mandatory for appearing in the EoSE.
4.	To appear in the EoSE examination of a course/subject a regular student must appear in the mid-semester examination and obtain at least a C grade in the course/subject.
5.	Credit points in a Course/Subject will be assigned only if, the regular student obtains at least a C grade in the CA and EoSE examination of a Course/Subject.
6.	In the case of Non-Collegiate Students there will be no Continuous assessment and credit points in a course/subject will be assigned only if, the non-collegiate student obtains at least a C grade in the EoSE examination of a Course/Subject.

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Examination Scheme for Continuous Assessment (CA)

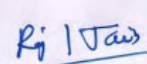
DISTRIBUTION OF CONTINUOUS ASSESSMENT (CA) MARKS

S. No.	CATEGORY	Weightage (out of total internal marks)	THEORY					PRACTICAL			
			CORE (Only Theory)	CORE (Theory + Practical)	AEC	SEC	VAC	CORE (Theory +Practical)	SEC	VAC	
	Max Internal Marks		30	20	20	10	10	10	10	10	
1	Mid-term Exam	50%	15	10	10	5	5	5	5	5	
2	Assignment	25%	7.5	5	5	2.5	2.5	2.5	2.5	2.5	
3	Attendance	25%	7.5	5	5	2.5	2.5	2.5	2.5	2.5	
		<i>Regular Class Attendance</i>	= 75%	3	2	2	1	1	1	1	1
			75-80%	4	3	3	1.5	1.5	1.5	1.5	1.5
			80-85%	5	4	4	2	2	2	2	2
			> 85%	7.5	5	5	2.5	2.5	2.5	2.5	2.5

Note:

1. Continuous assessment will be the sole responsibility of the teacher concerned.
2. For continuous assessment no remuneration will be paid for paper setting, Evaluation, Invigilation etc.
3. For continuous assessment Paper setting and Evaluation responsibility will be of teacher concern.
4. For continuous assessment no Answer sheets/question papers etc. will be provided by the University.
5. Colleges are advised to keep records of continuous assessment, attendance etc.

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 University of Rajasthan
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Examination Scheme for EoSE-

CA – Continuous Assessment

EoSE – End of Semester Examination

Regular Students –

Type of Examination	CourseCode and Nomenclature	Duration of Examination		Maximum Marks		Minimum Marks	
		Theory	UG 9101 POL-63T-201 Selected Political Systems	CA	02Hrs	CA	30 Marks
EoSE	03 Hrs			EoSE	120 Marks	EoSE	48 Marks

[courses which do not have Practical Examination]

The question paper consists of **three** parts **A, B & C**.

PART-A: 20 Marks

Part A will be compulsory having 10 very short answer-type questions (with a limit of 20 words) of two marks each.

PART-B: 20 Marks

Part B of the paper shall consist of 4 questions selecting one question from each unit and the student shall attempt any 2 questions (with a limit of 100 words) that carry 10 marks each.

PART-C: 80 Marks

Part C of the question paper shall be divided into four units comprising question numbers 6-9. There will be one question from each unit with internal choice. Each question will carry 20 marks.

Non-Collegiate Students –

Type	Course Code and Nomenclature	Duration of Examination	Maximum Marks (EoSE)	Minimum Marks (EoSE)
Theory /Practical	POL-63T-201 Selected Political Systems	03 Hrs	150 Marks	60 Marks

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Syllabus
[Course Code-POL-63T-201] - [Course Name-B.A.]
III-Semester- [Political Science]

Semester	Code of the Course	Title of the Course/Paper			NHEQF Level	Credits
III	POL-63T-201	Selected Political Systems			6	6
Level of Course	Type of the Course	Credit Distribution			Offered to NC Student	Course Delivery Method
		Theory	Practical	Total		
6	MJR	6	-	6	Yes	Lectures 90 hrs
List of Programme Codes in which Offered as Minor Discipline		UG9102,UG9106, UG9110, UG9112				
Prerequisites		XII Pass				
Objectives of the Course:		<ol style="list-style-type: none"> 1. This course introduces theoretical and practical aspects of different form of political systems. 2. This course will make the students to understand the fundamental concepts of constitution of various countries. 3. This course provides structural and functional system of different forms of governments. 4. This course will give a critical view of major government systems. 				

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Detailed Syllabus

[POL-63T-201] - [Selected Political Systems]

Unit –I

Democratic Monarchy Britain, Japan	(25 Lectures)
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Unit -II

Presidential Government USA, Switzerland	(25 Lectures)
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Unit -III

China, France	(20 Lectures)
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Unit-IV

Nepal, Sri Lanka	(20 Lectures)
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Suggested Books and References –

- Ogg & Zink: Modern Foreign Governments.
- Babulal Fadia: Vishwa Ke Pramukha Samvidhan.
- Iqbal Narain : Vishwa Ke Samvidhan.
- Chaddha , P.K. : Vishwa Ke Pramukha Samvidhan (Adarsh Prakashan, Chaura Rasta, Jaipur).

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- A.C. Kapoor : Major Constitutions.
- R.C. Agarwal : World Constitutions.
- N.D. Palmer: The Indian Political System, Houghton Mifflin , Boston, 1971
- Basu, D.D. : Introduction to Constitution of India
- Kashyap, Subash : Our Parliament, National Book Trust, 2021
- Zoya Hasan, E. Sridharan, R. Sudarshan (Editors): India's Living Constitution, Permanent Black, New Delhi, 2016

अनुशंसित पुस्तकें (हिन्दीमें):

- 1 इकबाल नारायण: विश्व के प्रमुख संविधान, शिवलाल अग्रवाल एण्ड कम्पनी, आगरा।
- 2 एस सिंघल (2020): विश्व के प्रमुख संविधान, लक्ष्मीनारायण अग्रवाल, आगरा।
- 3 प्रोफेसर सीताराम चौधरी- प्रमुख राजनीतिक व्यवस्थाएं नालंदा पब्लिकेशन नईदिल्ली
- 4 प्रोफेसर श्याम मोहन अग्रवाल और डॉ कुमेर सिंह - भारत और जापान, कितने दूर : कितने पास , रितु पब्लिकेशन,

Suggested E-resources:

1. Online Lecture Notes and Course Materials:

Course Learning Outcomes:

After completing the course, the learner will be able to:

1. Understand the different types of constitutions with theoretical and practical aspects.
2. Analyse salient features of major constitutions.
3. Explain and differentiate between major constitutions and their principles.
4. Understand the structural and functional set up

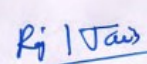
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पाठ्यक्रम
UG 9101][POL-63T 201](स्नातककला)
III -सेमेस्टर- राजनीति विज्ञान

सेमेस्टर	पाठ्यक्रम का कोड	पाठ्यक्रम/पेपर का शीर्षक			एन एच ईक्यूएफ स्तर	क्रेडिट
III	POL-63T 201	प्रमुख राजनीतिक व्यवस्थाएं				6
पाठ्यक्रम का स्तर	पाठ्यक्रम का प्रकार	क्रेडिट वितरण			स्वयं पाठी छात्रों के लिए पेश किया गया	90 घंटे व्याख्यान
		सैद्धांतिक	प्रायोगिक	कुल		
6	मुख्य	6	No	6	नहीं	
कार्यक्रम कोड की सूची जिसमें गौण विषय के रूप में पेश किया गया है		UG9102, UG9106, UG9110, UG9112				
आवश्यकताएँ		12 वीं पास				
पाठ्यक्रम के उद्देश्य: -		प्रमुख राजनीतिक व्यवस्थाएं पर पाठ्यक्रम के उद्देश्य: <ol style="list-style-type: none"> 1. प्रमुख राजनीतिक व्यवस्थाएं (जैसेयूएसए, यूके, भारत, चीन) की प्रमुख विशेषताओं और संस्थाओं को समझें। 2. प्रत्येक राजनीतिक प्रणाली के ऐतिहासिक विकास और विकासका विश्लेषण करें। 3. प्रत्येक प्रणाली की राजनीतिक संरचनाओं, प्रक्रियाओं और नीतियों की तुलना और अंतर करें। 4. प्रत्येक राजनीतिक प्रणाली की ताकत और कमजोरियों का मूल्यांकन करें। 5. प्रत्येक राजनीतिक प्रणाली को आकार देने में राजनीतिक संस्कृति, मूल्यों और विश्वासों की भूमिका की पहचान करें। 6. प्रत्येक राजनीतिक प्रणाली पर वैश्वीकरण और अंतर्राष्ट्रीय संबंधों के प्रभाव को समझें 				

Signature of Dean	Signature of BoS Convenor	Signature Of DR (Academic-II)


Dy. Registrar
 (Academic)
 University of Rajasthan
 JAIPUR

विस्तृत पाठ्यक्रम

(POL 63T - 201) (प्रमुख राजनीतिक व्यवस्थाएं)

इकाई-I

लोकतांत्रिक राजशाही - ब्रिटेन, जापान

(25 व्याख्यान)

इकाई-II

अध्यक्षात्मक सरकार - संयुक्तराज्य अमेरिका, स्विटजरलैंड

(25 व्याख्यान)

इकाई-III

फ्रांस और चीन

(20 व्याख्यान)

इकाई-IV

नेपाल और श्रीलंका

(20 व्याख्यान)

Suggested Books and References:

1. Rajni Goyal (2023): Modern Constitutions, RBSA Publishers, Jaipur
2. Naraina (2023): World Constitutions, Laxmi Narayan Agarwal, Agra
3. Vishnoo Bhagwan (2017): World Constitutions A Comparative Study, generic
4. Ogg and H Zink(1922): Modern foreign Government, The Macmillan Company New York
5. Appadori(1996): Substance of Politics, Oxford University Press

Suggested E-resources:

- Online Lecture Notes and Course Materials: www.archive.gov.in www.libgen.io.in <https://www.youtube.com/@kcsamota>
E-PG Pathshala (<https://epgp.inflibnet.ac.in/>)

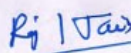
अनुशासित पुस्तकें (हिन्दीमें):

1. इक बालनारायण: विश्व के प्रमुख संविधान, शिवलाल अग्रवाल एण्ड कम्पनी, आगरा।
2. एस सीधल (2020): विश्व के प्रमुख संविधान, लक्ष्मीनारायण अग्रवाल, आगरा।
3. प्रोफेसर सीताराम चौधरी- प्रमुख राजनीतिक व्यवस्थाएं नालंदा पब्लिकेशन नईदिल्ली
4. प्रोफेसर श्याम मोहन अग्रवाल और डॉ कुमेर सिंह - भारत और जापान, कितने दूर : कितने पास , रितु पब्लिकेशन

पाठ्यक्रम सीखने के परिणाम:

पाठ्यक्रम पूरा करने के बाद, शिक्षार्थी निम्नलिखित कार्य करने में सक्षम होंगे:

Signature of Dean	Signature of BoS Convenor	Signature Of DR (Academic-II)

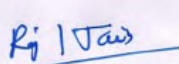

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1. दुनियाभर के विभिन्न महाद्वीपों की विभिन्न राजनीतिक प्रणालियों का अध्ययन करें। यह पाठ्यक्रम छात्रों को विभिन्न राजनीतिक शासनों, उनकी राजनीतिक प्रणालियों और मूल्य प्रणालियों से परिचित कराएगा।
2. यह समझने के तरीकों को रेखांकित करना सीखें कि कौन से संस्कृति, इतिहास, मूल्य प्रणालियों और विचारधाराओं ने विभिन्न देशों के राजनीतिक प्रवचन को आकार दिया है।
3. समकालीन दुनिया में काम करने वाली विभिन्न राजनीतिक प्रणालियों के संबंध में चिंतनशील सोच और समझ विकसित करें।
4. विभिन्न राजनीतिक प्रणालियों की ताकत और कमजोरियों की तुलना व विश्लेषण करें

Syllabus
[Programme Code - [POL-64T202] - [Indian Political System]
IV- Semester

Semester	Code of the Course	Title of the Course/Paper			NHEQF Level	Credits
IV	POL-64T202	Indian Political System				6
Level of Course	Type of the Course	Credit Distribution			Offered to NC Student	Course Delivery Method
		Theory	Practical	Total		
6	MJR	6	NA	6	No	90 hours lectures
List of Programme Codes in which Offered as Minor Discipline		NA				
Prerequisites		XII Pass				
Objectives of the Course:		<p>course objectives for a syllabus on the Indian Political System:</p> <ol style="list-style-type: none"> 1. Understand the evolution and development of the Indian political system since independence. 2. Analyze the principles and provisions of the Indian Constitution. 3. Explain the structure, functions, and powers of the Union and State governments. 4. Discuss the role of political parties, interest groups, and social movements in Indian politics. 5. Examine the working of the Parliament and State Legislatures. 6. Understand the concept of federalism and its implementation in India. 7. Study the role of the Judiciary in the Indian political system. 				

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**Detailed Syllabus [course Code: POL 64T-202]
(Indian Political System)**

3 Hours duration

30+120 Marks

Unit - I

National Movement in India, Rise of Nationalism in India, Foundation of the Indian National congress and Muslim League, Moderates and Extremists, Gandhi and National Movement. Constitutional Development in India: Government of India Act 1919 (with special reference to Diarchy) and Government of India Act 1935(with special reference to Provincial Autonomy)

(25 Lectures)

Unit -II

Constituent Assembly, Preamble of the Constitution, Federal system, Fundamental Rights, Directive Principles of State Policy, Union Executive: President, Prime Minister and the Council of Ministers, Union Parliament, Leader of Opposition, Supreme Court and Judicial Review, Judicial Activism, PIL, Method of Amendment in the Constitution, Centre State Relation.

(25 Lectures)

Unit -III

Constitutional/Statutory commission-ECI, UPSC, NHRC, Governance of States: State Legislature, State Executive: Governor, Chief Minister, Council of Minister, Special status to certain states and its implications, Agri reforms politics, Party System

(20 Lectures)

Unit-IV

Nature of Secularism in India.Major challenges before the Indian Political System: Regionalism, Casteism, Communalism, Naxalism and Terrorism, Panchayati Raj and Municipalities, significance of 73rd and 74th constitutional amendment acts

(20Lectures)

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Suggested Books and Readings --

- 1.N.D Palmer: The Indian Political System, Houghton Miffling, Boston, 1971
- 2.R.L. Hardgrave, Jr.: Indian Government and Politics (Harcourt Brance and World, Inc, New York, 1970)
- 3.Basu, D.D: Introduction to Constitution of India
- 4.Kashyab, Subash: Our Parliament
- 5.Zoya Hasan, E. Sridharan, R.Sudarshan (Edtiors): India's Living Constitution, Permanent Black, New Delhi, 2006
- 6.रजनी कोठारी: भारत में राजनीति, ओरिएन्ट ब्लेकस्वान, नईदिल्ली, 1972
7. गोविन्द राम: भारतीय राज्यव्यवस्था
- 8.बी. एल. फडिया: भारतीय राज्यव्यवस्था
- 9.एस. एम. सईद: भारतीय राज्यव्यवस्था
- 10.बी. के. शर्मा: भारतीय संविधान
- 11.पी. के. चड्ढा: भारतीय राजनीतिक प्रणाली, आदर्श प्रकाशन, चौडा रास्ता, जयपुर
- 12.बासुकी नाथ चौधरी, युवराज कुमार: भारतीय शासन एवं राजनीति, ओरिएन्ट, ब्लेकस्वान, नईदिल्ली 2011

outcomes for a syllabus on the Indian Political System

1. Students will able to describe the historical context and evolution of the Indian political system.
2. Students will able to explain the key principles and provisions of the Indian Constitution.
3. Students will able to identify and analyze the roles and functions of the Union and State governments.
4. Students will able to compare and contrast the different political ideologies and parties in India.
5. Students will able to analyze the impact of social and economic factors on Indian politics.
6. Students will able to evaluate the effectiveness of the Indian political system in promoting democracy, secularism, and development.
7. Students will able to understand the concept of federalism

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पाठ्यक्रम

[UG 9114][POL-64T 202] (स्नातक कला)

IV सेमेस्टर- राजनीति विज्ञान

सेमेस्टर	पाठ्यक्रम का कोड	पाठ्यक्रम/पेपर का शीर्षक			एनएचईक्यूएफ स्तर	क्रेडिट
IV	POL-64T 202	भारतीय राजनीतिक व्यवस्था				6
पाठ्यक्रम का स्तर	पाठ्यक्रम का प्रकार	क्रेडिट वितरण			स्वयंपाठी छात्रों के लिए पेश किया गया	90 घंटे व्याख्यान
		सैद्धांतिक	प्रायोगिक	कुल		

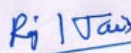
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6	मुख्य	6	No	6	नहीं	
कार्यक्रम कोड की सूची जिसमें गौण विषय के रूप में पेश किया गया है		NA				
आवश्यकताएँ		12वीं पास				
पाठ्यक्रम के उद्देश्य: -		<p>उद्देश्य इस प्रकार हैं:</p> <ul style="list-style-type: none"> • स्वतंत्रता के बाद से भारतीय राजनीतिक व्यवस्था के विकास को समझें। • भारतीय संविधान के सिद्धांतों और प्रावधानों का विश्लेषण करें। • संघ और राज्य सरकारों की संरचना, कार्य और शक्तियों की व्याख्या करें। • भारतीय राजनीति में राजनीतिक दलों, हित समूहों और सामाजिक आंदोलनों की भूमिका पर चर्चा करें। • संसद और राज्य विधानसभाओं के कामकाज की जाँच करें। • भारत में संघवाद की अवधारणा और उसके कार्यान्वयन को समझें। • भारतीय राजनीतिक व्यवस्था में न्यायपालिका की भूमिका का अध्ययन करें। 				

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विस्तृत पाठ्यक्रम

(POL 64T-202)(भारतीय राजनीतिक व्यवस्था)

इकाई-I

भारत में राष्ट्रीय आंदोलन- भारत में राष्ट्रवाद का उदय, भारतीय राष्ट्रीय कांग्रेस एवं मुस्लिम लीग की स्थापना, उदारवादी और उग्रवादी, गांधी व राष्ट्रीय आंदोलन, भारत में संवैधानिक विकास- भारत में शासन अधिनियम, 1919 (द्वैधशासन के विशिष्ट संदर्भ में), भारत शासन अधिनियम, 1935(प्रान्तीय स्वायत्ता के विशेष संदर्भ में)

(25 व्याख्यान)

इकाई-II

संविधान निर्मात्री सभा, संविधान की प्रस्तावना, संघीय व्यवस्था, मौलिक अधिकार, राज्यनीति के निदेशक तत्व, संघीय कार्यपालिका-राष्ट्रपति, प्रधानमंत्री व मंत्रिपरिषद, संघीय संसद ,नेता प्रतिपक्ष, उच्चतम न्यायालय व न्यायिक पुनरावलोकन, न्यायिक सक्रियता, जनहित याचिका, संविधान सशोधन की प्रक्रिया, संघ- राज्य सम्बन्ध।

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इकाई-III

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संवैधानिक एवं विधिक आयोग निर्वाचनआयोग, संघ लोक सेवा आयोग, राष्ट्रीय मानवाधिकारआयोग,राज्यों का शासन: राज्य व्यवस्थापिका, राज्य कार्यपालिका:राज्यपाल, मुख्यमंत्री एवं मंत्रीपरिषद, कतिपय राज्यों को विशेष दर्जा और उसके प्रभाव ,कृषि सुधार राजनीति ,दलीयव्यवस्था ।

(20व्याख्यान)

इकाई-IV

भारत में पंथ निरपेक्षता की प्रकृति, भारतीय राजनीतिक व्यवस्था के सम्मुख प्रमुख चुनौतियाँ- क्षेत्रवाद, जातिवाद, साम्प्रदायिकता,नक्सलवाद, आंतकवाद, पंचायती राज एवं नगर निकाय, ,भारत में निर्वाचनिक सुधार।

(20 व्याख्यान)

Suggested Books and Readings --

- 1.N.D Palmer: The Indian Political System, Houghton Mifiling, Boston, 1971
- 2.R.L. Hardgrave, Jr.: Indian Government and Politics (Harcourt Brance and World, Inc, New York, 1970)
- 3.Basu, D.D: Introduction to Constitution of India
- 4.Kashyab, Subash: Our Parliament
- 5.Zoya Hasan, E. Sridharan, R.Sudarshan (Edtiors): India's Living Constitution, Permanent Black, New Delhi, 2006
- 6.रजनी कोठारी:भारत में राजनीति, ओरिएन्ट ब्लेकस्वान,, नईदिल्ली, 1972
7. गोविन्द राम:भारतीय राज्य व्यवस्था
- 8.बी. एल. फडिया:भारतीय राज्य व्यवस्था
- 9.एस. एम. सईद:भारतीय राज्यव्यवस्था
- 10.बी. के. शर्मा:भारतीय संविधान
- 11.पी. के. चड्ढा:भारतीय राजनीतिक प्रणाली, आदर्श प्रकाशन, चौडारास्ता, जयपुर
- 12.बासुकी नाथचौधरी, युवराज कुमार:भारतीय शासन एवं राजनीति, ओरिएन्ट, ब्लेकस्वान, नईदिल्ली 2011

भारतीय राजनीतिक व्यवस्था पाठ्यक्रम के कुछ संभावित सीखने के परिणाम इस प्रकार हैं:

1. छात्र भारतीय राजनीतिक व्यवस्था के ऐतिहासिक संदर्भ और विकास का वर्णन करने में सक्षम होंगे।
2. छात्र भारतीय संविधान के प्रमुख सिद्धांतों और प्रावधानों की व्याख्या करने में सक्षम होंगे।
3. छात्रसंघ और राज्य सरकारों की भूमिकाओं और कार्यों की पहचान और विश्लेषण करने में सक्षम होंगे।
4. छात्र भारत में विभिन्न राजनीतिक विचारधाराओं और दलों की तुलना और अंतर करने में सक्षम होंगे।
5. छात्र भारतीय राजनीति पर सामाजिक औरआर्थिक कारकों के प्रभाव का विश्लेषण करने में सक्षम होंगे।
6. छात्र लोकतंत्र, धर्म निरपेक्षता और विकास को बढ़ावा देने में भारतीय राजनीतिक व्यवस्था की प्रभावशीलता का मूल्यांकन करने में सक्षम होंगे।

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UNIVERSITY OF RAJASTHAN JAIPUR

SYLLABUS

Three/Four Year Under Graduate Programme
in Social Science

B.A.

History

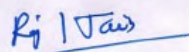
III & IV Semester (UG 9101)

Examination 2024-2025

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Syllabus
[UG9101] - [HIS-63T-201] - [HISTORY OF MEDIEVAL
INDIA (1200-1761 CE)]
III-Semester - [HISTORY]

Semester	Code of the Course	Title of the Course/Paper			NHEQF Level	Credits
III	HIS-63T-201	HISTORY OF MEDIEVAL INDIA (1200-1761 CE)			6	6
Level of Course	Type of the Course	Credit Distribution			Offered to NC Student	Course Delivery Method
		Theory	Practical	Total		
3	MJR	6		6	Yes/No	Lectures
List of Programme Codes in which Offered as Minor Discipline						
Prerequisites						
Objectives of the Course:		The course on the History of Medieval India aims to provide students with a comprehensive understanding of the socio-political, economic, and cultural developments that shaped the Indian subcontinent between the 13th and 18th centuries. By delving into the rich tapestry of medieval Indian history, students will explore the rise and fall of empires, the interplay of religious and cultural influences, and the impact of trade and commerce on societal structures.				


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SYLLABUS

[UG9101] – HIS63T – 201 - HISTORY OF MEDIEVAL INDIA (1200-1761 CE)

– III Semester – History

Detailed Syllabus

HIS63T – 201 - HISTORY OF MEDIEVAL INDIA (1200-1761 CE)

Unit-I

A survey of the sources of the period of the Delhi Sultanate. Turkish invasions and Rajput resistance. Establishment and consolidation of Delhi Sultanate. Khilji imperialism and Tughlaq innovations

(25 Lectures)

Unit-II

Growth of Provincial kingdoms; Contribution of Bahmani and Vijayanagar kingdoms. A survey of the sources of the Mughal period. Foundations of the Mughal Empire. Rise of Sher Shah Suri and his administration Expansion and consolidation of the Mughal empire under Akbar.

(20 Lectures)

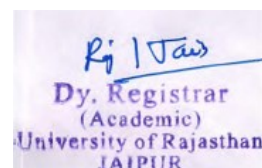
Unit-III

Role of Nur Jahan junta in Mughal politics. Deccan policy of the Mughals. Rise of Shivaji and expansion of the Marathas upto 1761. Fall of the Mughal Empire. A critical evaluation of the main features and processes of the polity, society, economy and culture during medieval times. (c 1200-1761 A.D)

(20 Lectures)

Unit-IV

Nature of State; Growth of administrative and agrarian systems. Economy: agriculture, industry, trade, banking, urban centres; Social Stratification & Society-ulema, nobility,

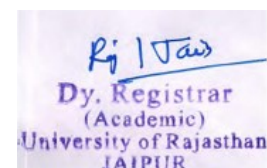


peasantry, slavery, the status of women. Bhakti Movement, Sufism. Development in art, architecture and literature; Efforts at cultural synthesis and growth of the composite culture.

(25 Lectures)

Recommended Readings:

- KS. Lal : *History of the Khalijis*, Allahabad, 1960
: *Theory and Practice of Muslim State in India*, Delhi, 1999
- Hermann Kulke (ed) : *The State in India, 1000-1700 A.D.* Delhi, 1997
- A Mahdi Husain : *The Tughlaq Dynasty*
: *The Rise and Fall of Muhammad Bin Tughlaq*
- Satish Chandra : *Medieval India – From sultanate to the Mughals Part – I*
: *Delhi Sultanate (1205-1526), Part II, Mughal Empire, (1526-1748)* Delhi, 1997 (also in Hindi)
- K.M. Ashraf : *Life and Conditions of the People of Hindustan, (1200-1550 A.D.)*, Delhi, 1970
- R.P. Tripathi : *Rise and Fall of the Mughal Empire (also in Hindi)*
Allahabad, 1963
: *Some Aspects of Muslim Administration*, Allahabad, 1964
- Tapan Raychauduri : *Cambridge Economic History of India Vol – I, C 1200-1750 A.D.*, Delhi, 1984
&
- Irfan Habib (ed)
- John F Richards : *The Mughal Empire*, Delhi, 1984
- Jadunath Sarkar : *Mughal Administration*, Delhi, 1972
- Irfan Habib : *Agrarian system of Mughal India, 1526-1707*, Mumbai, 1963
- S.R. Sharma : *Religious Policy of Mughal Empire (also in Hindi)*, Agra 1972
- Burton Stein : *Vijayanagar*, 1989
: *Peasant State and Society in Medieval South India*, Delhi, 1980
- H.K. Sherwani : *The Bahamani Kingdom*
- G.S. Sardesai : *New History of the Marathas, Vol-I*
- A.L. Srivastava : *Medieval Indian Culture (also in Hindi)*, Agra, 1964



राधेशरण	:	मध्यकालीन भारत का सामाजिक एवं आर्थिक इतिहास, मध्यप्रदेश हिन्दी ग्रंथ अकादमी, भोपाल 2000
	:	मध्यकालीन भारत की सांस्कृतिक संरचना, मध्यप्रदेश हिन्दी ग्रंथ अकादमी, भोपाल, 1998
झारखण्ड चौबे एवं कन्हैयालाल श्रीवास्तव	:	मध्ययुगीन भारतीय समाज एवं संस्कृति, उत्तरप्रदेश हिन्दी संस्थान लखनऊ चतुर्थ संस्करण 2005
सतीश चन्द्र	:	मध्यकालीन भारत : सल्तनत से मुगलों तक भाग एक दिल्ली सल्तनत (1206-1526) भाग दो मुगल सल्तनत (1526-1748)
हरिश्चन्द्र वर्मा (सं.)	:	मध्यकालीन भारत भाग-1 (750-1540) भाग-2 (1540-1761), हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली विश्वविद्यालय, दिल्ली
ए.एल. श्रीवास्तव	:	मध्यकालीन भारतीय संस्कृति (अनुवाद)
धनश्याम दत्त शर्मा	:	मध्यकालीन भारतीय सामाजिक, आर्थिक एवं राजनीतिक संस्थाएँ, राजस्थान हिन्दी ग्रंथ अकादमी, जयपुर
	:	

Course Learning Outcomes

By the end of the course, students are expected to have a nuanced understanding of the key historical developments, major figures, and significant cultural shifts during the medieval period in India. Additionally, they will be equipped with the ability to critically assess historical narratives, engage in scholarly discussions, and apply historical knowledge to contemporary issues.

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Syllabus
[UG9101] - [HIS-64T-202] - [MAIN TRENDS IN THE
CULTURAL HISTORY OF INDIA]
IV-Semester - [HISTORY]

Semester	Code of the Course	Title of the Course/Paper			NHEQF Level	Credits
IV	HIS-64T-202	MAIN TRENDS IN THE CULTURAL HISTORY OF INDIA			6	6
Level of Course	Type of the Course	Credit Distribution			Offered to NC Student	Course Delivery Method
		Theory	Practical	Total		
4	MJR	6		6	Yes/No	Lectures
List of Programme Codes in which Offered as Minor Discipline						
Prerequisites						
Objectives of the Course:		The course on the main trends in the cultural history of India aims to provide students a comprehensive understanding of the cultural history of India, spanning ancient to modern times, encompassing art, literature, philosophy, religion, and social practices. The analytical study shall help to situate cultural trends within their historical context, enabling students to understand the dynamic relationship between cultural evolution and broader historical events.				

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SYLLABUS

[UG9101] – HIS64T – 202 - MAIN TRENDS IN THE CULTURAL HISTORY OF INDIA

– IV Semester – History

Detailed Syllabus

HIS64T – 202 - MAIN TRENDS IN THE CULTURAL HISTORY OF INDIA

Unit-I

Meaning of Culture; Essence and characteristics of Indian Culture; Religion and Culture- Vedic religion, Buddhism and Jainism, Vaishnavism and Saivism; Bhakti Movement, Islam and Sufism in India

(25 Lectures)

Unit-II

Philosophy and Culture- Upanishadic thought & Bhagavata Gita, Literature and Culture- the significance of *Ramayana*, *Mahabharata* and *Puranas*, Contribution of Kalidas, Tulsidas and Rabindranath Tagore

(20 Lectures)

Unit-III

Social Institutions and Social ideals of ancient India: *varna*, *ashrama*, *samskaras*, *purushartha*. Art and Culture- Characteristics of Indian art styles of temple architecture; A brief study of temples at Abu, Khajuraho, Orissa, Pallava, and Chola temples

(25 Lectures)

Unit-IV

Painting through the ages- rock painting, Ajanta Painting, Mughal Painting; Science and Culture- Contributions of Aryabhatta, Varahamihira, Charaka and Sushruta

(20 Lectures)

Recommended Readings:

- G.C. Pande : *Foundations of Indian Culture, Vol. I and II*
: *Meaning and Process of Culture*



- R.G. Bhandarkar : *Vaishnavism, Saivism and other Minor Religious System*
- Rajbali Pandey : *Hindu Sanskara (The Social and Religious Study of the Hindu Sacraments) (also in Hindu) Varanasi*
- A.L. Srivastava : *Medieval India Culture (also in Hindi)*
- V.S. Agrawala : *Indian Art, Varansai*
- Krishan Dev : *Temples of North India (also in Hindu) NBT, New Delhi*
- K.R. Srinivasan : *Temples of South India (also in Hindu) NBT, New Delhi*
- A.L. Basham : *The Wonder that was India (also in Hindi)*
: *The Cultural History of India (ed.)*
- गोविन्दचन्द्र पाण्डे : *भारतीय परम्परा के मूल स्वर, नई दिल्ली, 1993*
: *भारतीय समाज— तात्विक और ऐतिहासिक विवेचन, नई दिल्ली, 1994*
- एन.के. देवराज : *भारतीय दर्शन, लखनऊ, 1963*
- राजबली पांडे : *हिन्दू संस्कार, वाराणसी*
- जयशंकर मिश्र : *प्राचीन भारत का सामाजिक इतिहास, पटना, 1999*
- ए.एल.श्रीवास्तव : *मध्यकालीन भारत संस्कृति (अनुवाद)*
- वासुदेव शरण : *भारतीय कला*
अग्रवाल
- पृथ्वीकुमार अग्रवाल : *प्राचीन भारतीय कला एवम् वास्तु, विश्वविद्यालय प्रकाशन वाराणसी, 2002*
- कृष्णदेव : *उत्तर भारत के मंदिर, नेशनल बुक ट्रस्ट, नई दिल्ली*
- के.आर. श्रीनिवासन : *दक्षिण भारत के मंदिर, नेशनल बुक ट्रस्ट, नई दिल्ली*
- सत्य प्रकाश : *प्राचीन भारतीय विज्ञान की परम्परा*
- ए.एल. बाशम : *अद्भुत भारत (अनुवाद)*

Course Learning Outcomes

By the end of the course, students shall be able to situate cultural trends within their historical context, enabling students to understand the dynamic relationship between cultural evolution and broader historical events. They shall develop critical thinking skills to analyze and interpret cultural phenomena, discerning the underlying factors that have shaped India's cultural landscape over time.



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