

B.A. II SEM NEP

DEPARTMENT OF SANSKRIT

VALUE ADDED COURSE

**Basic Elements of Āyurveda**

Contents Total

Credits : 02

General Study of Carakasamhita

General Study of Sushruta-samhita

Carakasamhitā – (Sūtra-sthānam): Carakasamhitā – (Sūtra-sthānam): Division of Time and condition of nature and body in six seasons. Regimen of Fall Winter (Hemanta), Winter (Śīśira) & Spring (Vasanta) seasons. Regimen of Summer (Grīṣma), Rainy (Varṣā) and Autumn (Śarada) seasons.

Introduction of Āyurveda: Introduction of Āyurveda, History of Indian Medicine in the pre-caraka period. The two schools of Āyurveda: Dhanvantari and Punarvasu. Main Ācāryas of Āyurveda – Caraka, Suśruta, Vāgbhaṭṭa, and Bhāvamiśra

[D] References:

Compulsory Reading:

1. Brahmananda Tripathi (Ed.), Carakasamhitā, Chaukhamba Surbharati Prakashana, Varanasi.
2. Carak samhita, गीता प्रेस, Varanasi
3. Atridev Vidyalkar, Ayurveda ka Brhad itihasa.

Additional Resources: 1. Priyavrat Sharma, Caraka Chintana. 2. V. Narayanaswami, Origin and Development of Āyurveda ( A brief history), Ancient Science of life, Vol. 1, No. 1, July 1981, pages 1-7.

**New Education Policy 2022-23**  
**Department of sports**

**Syllabus for Self Defence (Karate)**

**Part A**

**UNIT**

**1. Warm up (Exercise)**

Running, Spot Running, frog Jump, frog pose, Rabbit Horse, escort Jump, escort nee up, butterfly Stretching, Half Stretching, full stretching.

**2. Punch**

Upper Punch, Middle Punch, Lower Punch, Hammer Punch

**3. Kick**

Kengeri, Ucogeri, maigeri, Kansasa geri, mawasi geri, urmavasigeri  
Kabuto geri

**Part B**

**UNIT**

**4. Defence (Block)**

Upper Block, middle Block, lower Block

**5. Dachi (Stanch)**

Hinshuk dachi, Mushibo dachi, Heko dachi, Jenshako dachi, Kiba dachi

**6. Skills**

fight (Kumite) Kata (Attack and defence) fighting skills

Part A : Introduction			
Program : Certificate Course	Class : B. Lib & I. Sc Fundamental of Library Science (1 Year)	Year : 2022	Session : 2022- 2023
1	Course Code		
2	Course Title	Fundamental of Library Science	
3	Course Type	Theory	
4	Pre-requisite(if any)	No	
5	Course Learning Out Come (CLO)	At the end of this course, the students will be enable to : <ol style="list-style-type: none"> <li>1. These course is important to set a foundation of library and IT science for students.</li> <li>2. Comprehended the concept of information and disciplines of libraries and information science.</li> <li>3. Understand the development of libraries.</li> <li>4. Classify libraries on the basis of their purpose and function.</li> <li>5. Know the role of libraries in development of various aspects of society.</li> <li>6. Comprehend the basic philosophy of library and information science.</li> </ol>	
Credit Value	Theory : 3		
Total Marks	Max. Marks : 60+15	Min Passing Marks : 25	

Part B : Content of the course		
Total Periods : 70		
Unit	Topics	Periods
1	<b>Library as Social Institution</b> (1) Social and Historical foundation of library. (2) Different type of Library- Their Distinguishing feature and function. (3) Role of Library in formal and Informal education.	15
2	<b>Normative Principle of Library and Information Science</b> (1) Five Laws of Library Science (2) Implication of Five law in Library and Information Activities	15
3	<b>Reference and Information Sources</b> (1) Documentary Sources of Information; Print, Non Print Including Electronic. (2) Nature, Characteristics, Utility and evaluation of different types of Information Sources. (3) Non Documentary Information Sources	20
4	<b>Library House Keeping Management</b> (1) Acquisition Section.	20

(2)	Technical Section.	
(3)	Circulation Section.	
(4)	Periodical Section.	
(5)	Maintenance Section: Preservation, Binding & Weeding.	
(6)	Stock Verification, Shelf Rectification.	
<b>Keywords :-</b> Social Institution, Normative Principle, Reference Sources, Library House Keeping		

Part C : Learning Resources	
Text Books & Reference Books	
Suggested Reading	
	<ol style="list-style-type: none"> <li>1. Bawden, D., &amp; Robinson, L. (2013). <i>Introduction to information science</i>. Chicago: Neal Schuman.</li> <li>2. Davies, D. L. (2013). <i>Library and information science</i>. New Delhi: Random Exports.</li> <li>3. Hill, M. W. (1998). <i>The impact of information on society</i>. London: Bowker-Saur.</li> <li>4. Isaac, K. A. (2004). <i>Library legislation in India: A critical and comparative study of state library Acts</i>. New Delhi: EssEss Publications.</li> <li>5. Leckie, G. J., Given, L. M., &amp; Buschman, J. (2010). <i>Critical theory for library and information science: Exploring the social from across the disciplines</i>. Santa Barbara, Calif: Libraries Unlimited.</li> <li>6. Mangla, P.B. (1981) (Ed). <i>Library and information science education in India</i>. New Delhi: Macmillan.</li> <li>7. Bawden, D., &amp; Robinson, L. (2013). <i>Introduction to information science</i>. Chicago: Neal Schuman.</li> <li>8. Davies, D. L. (2013). <i>Library and information science</i>. New Delhi: Random Exports.</li> <li>9. Hill, M. W. (1998). <i>The impact of information on society</i>. London: Bowker-Saur.</li> <li>10. Isaac, K. A. (2004). <i>Library legislation in India: A critical and comparative study of state library Acts</i>. New Delhi: EssEss Publications.</li> <li>11. Leckie, G. J., Given, L. M., &amp; Buschman, J. (2010). <i>Critical theory for library and information science: Exploring the social from across the disciplines</i>. Santa Barbara, Calif: Libraries Unlimited.</li> </ol>

Part D : Assessment and Evaluation		
Suggested Continuous Evaluation Methods :		
Maximum Mark : 75		
Continuous Comprehensive Evaluation (CCE) : 15		
University Exam (UE) : 60		
Internal Assessment : Continuous Comprehensive Evaluation (CCE)	Class Test Assignment/Presentation	Two test each of 15 Total Marks : 15 (Mean of two Tests + Presentation Divided by 2)

# Department of English



## Government Bilasa Girls' P.G. College Bilaspur (C.G.)

### I Year: VAC

Part A Introduction			
Program: <b>Certificate Course</b>	Class: Semester: II	Year: 2022	Session: 2022-2023
1. Course Code			
2. Course Title	An Event Planning		
3. Course Type (Core Course/ SEC/Generic Elective/ VAC)	VAC		
4. Pre-requisite (if any)	To study this course, a student must have taken admission in the Four-Year Undergraduate Program and have chosen the Value -Added Course.		
5. Objective	The objectives of this Course are: <ol style="list-style-type: none"> <li>1. To provide skill sets to manage people and business for better future scopes.</li> <li>2. To provide an insight experience and skills in financial management, risk management, and marketing strategies.</li> <li>3. To enhance creativity, and to build analytical thinking.</li> </ol>		
5. Course Learning Outcome (CLO)	On completion of this course, the students are required: <ul style="list-style-type: none"> <li>▪ Analyse the role of events.</li> <li>▪ Explain the steps of planning and organising an event.</li> <li>▪ Manage events and activities efficiently</li> <li>▪ Discuss ways of marketing strategies.</li> <li>▪ Demonstrate knowledge and ability to review.</li> </ul>		
6. Credit Value	2		
7. Total Marks	Max.M:50	Min.PassM:17	
Content of the Course			
<b>Total No. of Lectures (in hours per week): 2Hrs.</b>			
<b>Total Lectures: 45</b>			
<b>Module I: Introduction</b>			
1.1 What is an Event		15	
1.2 Characteristics of an Event			
<b>Module II: The Event Planning Process</b>			
2.1 What is an Event Plan?		15	
2.2 Elements of Event Planning			
2.3 Event management Planning			
<b>Module III: Event Concepts and Theme Ideas</b>			
3.1 Areas to Event		15	
3.2 Event Theme Ideas			
Assessment and Evaluation			
Suggested Continuous Evaluation Methods: Maximum Marks: 50			
Continuous Comprehensive Evaluation (CCE): 10 marks		University/College Exam (UE/CE): 40 marks	
<b>Internal Assessment-</b>	There shall be formative assessments (in-semester activities) including tests and assignment of 10 marks each. Average of total scores is to be taken into account.		Total: 10
Continuous Comprehensive Evaluation (CCE): 10			
<b>External Assessment-</b>	Section (A): Very short Questions/MCQ (any 8)		1x8=8
University/College Exam Section: 40	Section (B): Short Questions (any 4)		3x4=12
Time: 2hrs.30mins.	Section (C): Long Questions (any 4)		10x2=20
			Total: 40
	External Assessment + Internal Assessment (40+10)		Total Marks: 50

*Archana*  
(Archana Pandey)

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(Dr. N. Sinha)

*Monika Shirasani*

*Susan*  
(Dr. SUSAN UDAI)

*Jamini Kusrro*  
Jamini Kusrro

**Part A: Introduction**

Program: Value Added course		Class: open for all	Year: 2023	Session:2022-2023
1	Course Code	Value Added Course IInd semester		
2	Course Title	Care of the elderly		
3	Course Type	Theory		
4	Pre-requisite (if any)	NO		
5	Course Learning Outcomes (CLO)	At the end of this course, the students will be enable to: <ul style="list-style-type: none"><li>• To Develop and understanding of elderly care</li><li>• To learn the adjustment pattern.</li><li>• To improve family relation and parenthood.</li><li>• To learn basic knowledge of services</li></ul>		
6	Credit Value	Theory: 2		
7	Total Marks	Max. Marks: 60+15	Min Passing Marks : 25	

**Part B: Content of the Course**

Total No. of Lectures: 30

Unit	Topics	No. of Lectures
1	<p><b>Introduction</b></p> <ul style="list-style-type: none"><li>-Emergency and scope of gerontology and elderly care, demographic trends in India.</li><li>-Concept of aging and problems: social, medical, psychological problems, occupational etc.</li><li>-Aging process.</li><li>-Biological and physiological aspects: psychological aspect, social aspects, social status, retired status, single status, economical status, security, guide and teacher, social adjustment and recognition.</li></ul>	15
2	<p><b>Adjustment pattern and changing lifestyles in old Age</b></p> <ul style="list-style-type: none"><li>-Family pattern in later life: changing roles and aging family, conjugal, husband wife relations in old age, sexual adjustment.</li><li>-Intergenerational family relations: grand parenthood, widowhood/ singlehood, alternative lifestyle, second marriage in the later life.</li><li>-Services and programs for the aged.</li><li>-Categories of services: housing health, leisure time activities, institutional for the aged, day care centers, economic programs, re-engagement (after retirement), retirement pension, death come retirement gratuity, provident fund, health measures, insurance scheme, investment and taxation and property.</li></ul>	15

**Keywords-** Adujstment, retirement, economic program, insurance scheme

**Part C: Learning Resources**

Text Books, Reference Books, Other Resources

**Suggested Readings:**

1. E.B. Hurlock , Life span development 5<sup>th</sup> Edition
2. Shashi prabha jain Human development Shiva Prakashan
3. Shashi prabha jain , Adulthood, Shiva prakashan
- 4 vrinda Singh, Human Development , Panchsheel prakashan

**Part D: Assessment and Evaluation**

**Suggested Continuous Evaluation Methods:-**

Maximum Marks: 50

Continuous Comprehensive Evaluation(CCE): 10Marks

University Exam (UE): 40 Marks

<b>Internal Assessment:</b> Continuous Comprehensive Evaluation (CCE)	Class Test Assignment/Presentation	Two Test each of 10 Total Marks: 20 (Mean of Two Tests + Assignment Divided by 2)
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Part A: Introduction			
Program: Value Added course		Class: BA	Year: 2023 Session:2022-2023
1	Course Code	Value Added Course IInd semester	
2	Course Title	Human Rights	
3	Course Type	Theory	
4	Pre-requisite (if any)	NO	
5	Course Learning Outcomes (CLO)	At the end of this course, the students will be enable to: <ul style="list-style-type: none"> <li>• To learn the human rights</li> <li>• To learn Human protection</li> <li>• To learn duties</li> <li>• To learn about national ,State and international high commission rights</li> </ul>	
6	Credit Value	Theory: 2	
7	Total Marks	Max. Marks: 60+15	Min Passing Marks : 25

*M. Dubey*  
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### Part B: Content of the Course

Total No. of Lectures: 30

Unit	Topics	No. of Lectures
1	<b>Human Rights</b> Meaning, Definition , Importance, Purpose, Origin and development Universal declaration of Human Rights.	15
2	<b>Human Rights Commission</b> Formation of united nation ,High commission, National human rights commission , structure , function and power in India State human right commission- structure ,functions and power Human rights – Challenges	15

**Keywords-** Human rights

### Part C: Learning Resources

Text Books, Reference Books, Other Resources

#### Suggested Readings:

1. Manav Adhikar sidhant - nema Sharma
2. Bharat me maav adhihar – choudhary lodha
3. Mannav Adhaikar- prakash Naryan

Part D: Assessment and Evaluation

Suggested Continuous Evaluation Methods:-

Maximum Marks: 50

Continuous Comprehensive Evaluation(CCE): 10Marks

University Exam (UE): 40 Marks

<b>Internal Assessment:</b> Continuous Comprehensive Evaluation (CCE)	Class Test Assignment/Presentation	Two Test each of 10 Total Marks: 20 (Mean of Two Tests + Assignment Divided by 2)
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Value Added Course- 2 Credit		
Ethics & Values in Ancient Indian Society		
प्राचीन भारतीय समाज के नीति और मूल्य		
Unit	Topics	No. of Lectures
I	<p>प्राचीन भारतीय समाज के संरचनात्मक आधार— Structured Basic of Ancient Indian Society</p> <p>1. वर्ण व्यवस्था (Varn- System)</p> <p>2. आश्रम व्यवस्था (Ashram- System)</p>	
II	<p>भारतीय ग्रंथों में जीवन का सार— The purpose &amp; progression of life in the texts</p> <p>1. पुरुषार्थ (Purushartha)</p> <p>2. संस्कार (Sanskara)</p>	
<p><b>Keyword- System,</b> Structured Basic, Ancient Indian Society, Verna System, Aashram System, Purpose, Progresion, Purushartha, Sanskara.</p>		

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1.5.23

Dr. Sharda Dubey  
Sociology

Part A: Introduction			
Program: Value Added course		Class: open for all	Year: 2023 Session: 2022-2023
1	Course Code	Value Added Course IInd semester	
2	Course Title	Stress Management	
3	Course Type	Theory	
4	Pre-requisite (if any)	NO	
5	Course Learning Outcomes (CLO)	At the end of this course, the students will be enable to: <ul style="list-style-type: none"> <li>• To understanding of behavioural stress</li> <li>• To learn work performance</li> <li>• To develop emotional intelligence.</li> <li>• To learn biochemistry of stress.</li> </ul>	
6	Credit Value	Theory: 2	
7	Total Marks	Max. Marks: 60+15	Min Passing Marks : 25

**Part B: Content of the Course**

Total No. of hours: 30

Unit	Topics	No. of Hours
1	<p><b>Meaning and nature of stress:</b> Difference between eustress and distress, frustration, conflict and pressure. Meaning of stressors, common stressors at work place: stressors unique to age and gender.</p> <p><b>Cognitive appraisals of stress:</b> General adaptation to stress, consequences of stress, Biochemistry of stress and psychological associated with the stress response.</p>	15
2	<p><b>Behavioural aspects of stress:</b> Adaptive and Maladaptive Behavior, Individual and cultural difference : sources of stress – Across the lifespan college and occupational stress.</p> <p><b>Stress and work performance:</b> Role of communication in managing stress and work performance, emotional regulation and coping, Emotional intelligence and conflict management, stress and conflict in relationships.</p>	15

**Keywords-** Stress, Behavioural aspects, coping, conflict

### Part C: Learning Resources

Text Books, Reference Books, Other Resources

#### Suggested Readings:

1. Baron .L & Feist.J (2000) Health Psychology 4th edition, USA Brooks/Cole
2. Barlow, Rapee, and Perini(2014), 10 Steps to Mastering Stress: A Lifestyle Approach, USA
3. Clayton,M, (2011).Brilliant stressmanagement How to manage stress in any situation's 1st edition, Great Britain Pearson Education
4. Cooper,C,& Palmer,S, (2000)Conquer Your Stress, London: Institute of personal development Universities Press
5. Dutta, P,K, (2010) Stress management Himalaya, Himalaya Publishing House
6. Lee, K. (2014). Reset: Make the Most of Your Stress: Your 24-7 Plan for Well-being. Universe Publishing.
7. Ogden.J (2000) Health Psychology 2nd edition Philadelphia, Open university press
8. Olpin, M. & Hesson, M. (2015). Stress Management for Life: A Research-Based Experiential Approach. 4th edition. Wadsworth Publishing.
9. Rice.P.L.(1992) Stress and Health,2nd edition, California, Brooks/Cole
10. Roy,S (2012) Managing stress, Sterling Publication
11. Taylor S.E (1998) Health Psychology 3rd edition, New York. Mc GrawHill

### Part D:Assessment and Evaluation

#### Suggested Continuous Evaluation Methods:-

Maximum Marks: 50

Continuous Comprehensive Evaluation(CCE): 10Marks

University Exam (UE): 40 Marks

<b>Internal Assessment:</b> Continuous Comprehensive Evaluation (CCE)	Class Test Assignment/Presentation	Two Test each of 10 Total Marks: 20 (Mean of Two Tests + Assignment Divided by 2)
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