



University of Lucknow

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

S.No.	Course
1	Leadership and Personality Development
2	Cultural Heritage of India (1206-1947)
3	Report Writing and Presentation Skills-I
4	Your Law, Your Rights
5	Communicative English
6	संस्कृत प्रबोधः
7	Knowing India's Heritage-I
8	Understanding West and South-East Asia
9	Essence of Good Governance
10	Yoga : Theory and Practice
11	Environment and Sustainable Development
12	व्यावहारिक हिन्दी
13	Holistic Health and Happiness
14	व्यावहारिक संस्कृतम
15	Essentials of Physical Education
16	Living Arab World
17	Introduction to Gender Studies
18	Practice of Yogasana
19	Introductory Persian
20	Personality Development and Grooming
21	Communicative Urdu
22	Vedic Mathematics

LEADERSHIP AND PERSONALITY DEVELOPMENT

Course Code: ECO-201 VC2

Credit: 4

(T)

Course Objective: This programme is designed to aid candidates in their preparation for recruitment through campus or outside campus. The course will enable students to be a better professional through effective communication. Students will learn skills to present themselves in an effective manner while facing interviews or similar test for placements.

Unit I:

CV Writing Skills and Interview Techniques; Leadership: Definition and meaning, Importance, Leadership and Management, Leader vs Manager, Essential qualities of an effective leader

Unit II:

Theories of Leadership: Trait theory, Behavioral theories, Contingency theory

Unit III:

Types of Leaders, Leadership styles: Traditional, Transactional, Transformational, Inspirational and servant leadership and Emerging issues in leadership: Emotional Intelligence and leadership, Trust as a factor, Gender and Leadership

Unit IV:

Personality: Concept and Definition, Determinants of personality, Personality traits, Personality characteristics in organizations: Self evaluation, Locus of control, Self-efficacy, Self-esteem, Self-monitoring: Positive and negative Impact. Organizational Context of Leadership and Personality, Contemporary Business Leaders.

Text Books and Suggested Readings:

- Organisational Behaviour , M.Parikh and R.Gupta , TataMcGraw Hill Education Private Limited
- Organisational Behavior, D. Nelson, J.C Quick and P. Khandelwal, Cengage Publication

Web References

- <http://heecontent.upsdc.gov.in/>
- <https://eppg.inflibnet.ac.in/>
- <https://swayam.gov.in/>
- <https://udrc.lkouniv.ac.in/Department/DepartmentDetail/StudyMaterial?dept=5>
- <https://www.coursera.org/in>

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Syllabus of Co-Curricular (CC1) (Semester- I)

Title of the Paper: Cultural Heritage of India (1206-1947)

CREDIT: 04

THEORY

COURSE OUTCOME:

The study of this paper will make:

- Students aware of India's rich cultural heritage.
- Students will learn to preserve cultural heritage

UNIT – I

1. Definition of Heritage
2. Types of Heritage
3. Protection and Conservation of Cultural Heritage

UNIT – II

Development of Painting:

1. Regional Schools of Painting: Sultanate Era
2. Distinctive features of Mughal Era Paintings: Babur-Shahjahan
3. Distinctive features of Paintings of Modern India

UNIT – III

Development of Music:

1. Development of Music during the Medieval Period
2. Development of Music during the Modern Period

UNIT – IV

Development of Architecture:

1. Salient Features of Sultanate Architecture
2. Major Monuments of Mughal period
3. Eminent Writers and Poets of India : 19th - 20th Century

Bhartendu Harischandra, Munshi Premchandra Rabindranath Tagore, Mirza Ghalib, Mahadevi Verma, Ramdhari Singh Dinkar

References :

Suggested Readings :

1. A. L. Srivastava - *Social, Economic & Cultural History of Medieval India*
2. B. N. Lunia - *Evolution of Indian Culture*
3. B.A. Pingle- *History of Indian Music*
4. Chopra Puri, Das- *A Social Economic & Cultural History of India, Vol-II & III (Hindi & English)*
5. D. Barret and G Basil-*Painting in India*
6. K. M. Ashraf - *Life and Condition of the People of Hindustan*
7. K. M. Ashraf - *Society and Culture in Medieval India*
8. P. Brown- *Indian Architecture, Bombay, 1959*
9. P. Brown- *Indian Painting, Calcutta, 1960*
10. R.C. Majumdar- *British Paramountcy and Indian Renaissance Vol. X, Part-II*
11. S.A. A. Rizvi - *The Wonder that was India part -2*
12. U. N. Dey - *Medieval Culture*
13. V. A. Narain- *A Social History of Modern India*
14. Yusuf Hussain - *Glimpses of Medieval Indian Culture*
15. चोपड़ा, पुरी, दास – *भारत के समाजिक आर्थिक और सांस्कृतिक इतिहास भाग-01, 02 और 03*

Web References :

1. JSTOR
2. Academia.edu
3. Shodhganga


R. Rekha
Sulain Amur Rizvi

UG Semester- I Co Curricular Course
Report Writing & Presentation Skills-I

Course objectives

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

Unit-1

Importance and Scope of Report writing as an art, Writing is about imagination and creativity. Writing is about expression of thoughts and ideas. Create content and context

Unit-2

Types of Report, Informational Report (Periodic Report, Situational Report, Progress Report and Compliance Report) and Analytical Report (Justification Report, Feasibility Report and Research Report)

Unit-3

Functions, Uses and Advantages of Report, Challenges of report writing, Stages of Report: Gathering, Analyzing, Outlining, Writing and Revision

Unit-4

Qualities of good reports: Introduction, Body of Report, Organization of Report, important ideas, Appropriate headings, Use of headings, Visual Aids & Drafts, Right Sentence & Paragraph.

Riti
R.Chandra
10/9/2022
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Your Laws, Your Rights
Sem I- Co Curricular

Course objective:

More often than not, when we talk of laws we mean authoritatively sanctioned rules, which are considered essential for a well-ordered society. Yet laws in a democracy are also about constituting a society marked by equality, freedom, and dignity. The rights approach to law has assumed importance in democracies, precisely because of people's struggles to broaden the understanding of law as something which reflects the will of the people. As such law becomes an important source of rights and duties, which develop and strengthen alongside institutions of representative democracy, constitutional norms, and the rule of law. This course aims to understand law as a source of rights, as a progressively widening sphere of substantive justice, welfare, and dignity. This relationship between laws and rights will be studied through specific values which have come to be seen as integral for a democratic society viz., equality and non-discrimination, empowerment, redistribution and recognition of traditional rights etc.

Unit I. Rule of law and the Criminal Justice System in India

Laws relating to criminal justice administration
How to file a complaint, First Information Report (FIR)
Detention, arrest and bail

Unit II. Equality and non-discrimination

- a. Gender: the protection of women against domestic violence, rape and sexual harassment
- b. Caste: laws abolishing untouchability and providing protection against atrocities
- c. Class: laws concerning minimum wages
- d. Disability and equality of participation and opportunity

Unit III. Empowerment

- a. Access to information
- b. Rights of the consumer
- c. Access to Identification documents and Social Security Schemes
Familiarise yourself with the following:
Procedure for obtaining an Election Commission of India Identity Card, Driving license, Ration Card, Rashtriya Swasthya Bima Yojna, Old Age Pension Scheme.

Unit IV. Redistribution, recognition and livelihood

- a. Traditional rights of forest dwellers and the issue of women's property rights
- b. Rural employment guarantee

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READINGS

Andrew, (1996) 'Arbitrary Government and the Rule of Law', in *Arguing About the Law, An Introduction to Legal Philosophy*, Wordsworth, Boston., pp.3-19.

SAHRDC, (2006) 'Criminal Procedure and Human Rights in India' in *Oxford Handbook of Human Rights and Criminal Justice in India- The system and Procedure*, New Delhi: Oxford University Press, pp.5-15.

K. Sankaran and U. Singh, (2008) 'Introduction', in *Towards Legal Literacy*. New Delhi: Oxford University Press, pp. xi – xv.

B. Pandey, (2008) 'Laws Relating to Criminal Justice: Challenges and Prospects', in K. Sankaran and U. Singh, *Towards Legal Literacy*, New Delhi: Oxford University Press, pp.61-77.

SAHRDC, (2006) 'Reporting a Crime: First Information Report', in *Oxford Handbook of Human Rights and Criminal Justice in India- The system and Procedure*, New Delhi: Oxford University Press, pp.16-26.

SAHRDC, (2006) 'Bail', in *Oxford Handbook of Human Rights and Criminal Justice in India The system and Procedure*, New Delhi: Oxford University Press, pp.59-71.

SAHRDC, (2006) 'Detention', in *Oxford Handbook of Human Rights and Criminal Justice in India- The system and Procedure*. New Delhi: Oxford University Press, Pp.72-84.

P. Mathew, (2003) *Your Rights if you are Arrested*, New Delhi. Indian Social Institute.

Gender Study Group, (1996) *Sexual Harassment in Delhi University, A Report*, Delhi: University of Delhi. N. Jain, (2011) 'Physically/Mentally Challenged', in M. Mohanty et al. *Weapon of the Oppressed, Inventory of People's Rights in India*, Delhi: Danish Books, pp.171-179.

P. Mathew, (2002) *The Law on Atrocities Against Scheduled Castes and Scheduled Tribes*, New Delhi: Indian Social Institute. 121 P. Mathew, (2004) *The Minimum Wages Act, 1948*, Ne

P. Mathew, (2004) *The Minimum Wages Act, 1948*, New Delhi: Indian Social Institute.

K. Sankaran, (2008) 'Labour Laws and the World of Work', in K, Sankaran and U. Singh (eds.) *Towards Legal Literacy*, New Delhi: Oxford University Press, Pp.119-131.

K. Saxena, (2011) 'Dalits', in M. Mohanty et al., *Weapon of the Oppressed, Inventory of People's Rights in India*. Delhi: Danish Books, Pp.15-38 K.

Saxena, (2011) 'Adivasis', in M. Mohanty et al., *Weapon of the Oppressed, Inventory of People's Rights in India*, Delhi: Danish Books, Pp.39-65.

S. Durrany, (2006) *The Protection of Women From Domestic Violence Act 2005*, New Delhi: Indian Social Institute.

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Kumari, (2008) 'Offences Against Women', in K, Sankaran and U. Singh (eds.) Towards Legal Literacy, New Delhi: Oxford University Press.

P. D. Mathew, (2004) The Measure to Prevent Sexual Harassment of Women in Work Place. New Delhi: Indian Social Institute.

D. Srivastva, (2007) 'Sexual Harassment and Violence against Women in India: Constitutional and Legal Perspectives', in C. Kumar and K. Chockalingam (eds) Human Rights, Justice, and Constitutional Empowerment, Delhi: Oxford University Press.

N. Kurian, (2011) 'Consumers', in M. Mohanty et al., Weapon of the Oppressed, Inventory of People's Rights in India. Delhi: Danish Books. S. Naib, (2013) 'Right to Information Act 2005', in The Right to Information in India, New Delhi: Oxford University Press,

http://www.humanrightsinitiative.org/publications/rti/guide_to_use_rti_act_2005_English2_012_light_Aspire.pdf

Roberts, (2010) 'A Great and Revolutionary Law? The First Four Years of India's Right to Information Act', Public Administration Review. Volume 70, Issue 6, pp. 925-933.

SAHRDC, (2006) 'Consumer Rights', in Introducing Human Rights, Oxford University Press, pp. 118-134.

M. Sarin and O. Baginski, (2010) India's Forest Rights Act -The Anatomy of a Necessary but Not Sufficient Institutional Reform, Department for International Development. www.ippg.org.uk

J. Dreze, Dey and Khera, (2008) Employment Guarantee Act, A Primer, New Delhi: National Book Trust (Also available in Hindi).

K. Chaubey, (2013) 'Do Pragatisheel Kanoonon ki Dastan: Rajya, Jan Andolan aur Pratirdoh', Pratiman: Samay, Samaj, Sanskriti, CSDS- Vani Prakashn, pp. 149-177.

S. Dahiwale, (2009) 'Khairlanji: Insensitivity of Mahar Officers', Economic and Political Weekly, Vol. 44 (31), pp. 29-33.

J. Kothari, (2005) 'Criminal Law on Domestic Violence', Economic and Political Weekly, Vol. 40(46), pp. 4843-4849. H. Mander, and A. Joshi, The Movement for Right to Information in India, People's Power for the Control of Corruption.

<http://www.rti.gateway.org.in/Documents/References/English/Reports/12.%20An%20article%20on%20RTI%20by%20Harsh%20Mander.pdf>

P. Mathew, and P. Bakshi, (2005) 'Indian Legal System', New Delhi: Indian Social Institute. P. Mathew, and P. Bakshi, (2005) 'Women and the Constitution', New Delhi: Indian Social Institute.

N. Menon, (2012) 'Sexual Violence', in Seeing Like a Feminist, New Delhi: Zubaan and Penguin, pp. 113-146.

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M, Mohanty et al. (2011) Weapon of the Oppressed, Inventory of People's Rights in India. Delhi: Danish Books. Centre for Good Governance, (2008) Right to Information Act, 2005: A Citizen's Guide,
<http://www.rtgateway.org.in/Documents/Publications/A%20CITIZEN'S%20GUIDE.pdf> ,

K. Sankaran, and U. Singh, (eds.) (2008) Towards Legal Literacy. New Delhi: Oxford University Press. A. Pandey, (2004) Rights of the Consumer. New Delhi: Indian Social Institute.

Bare Acts:

Consumer Protection Act, 1986,
http://chdsla.gov.in/right_menu/act/pdf/consumer.pdf

Criminal law Amendment Act, 2013,
http://egazette.nic.in/WriteReadData/2013/E_17_2013_212.pdf

Mahatma Gandhi National Rural Employment Guaranty Act, 2005,
<http://nrega.nic.in/rajaswa.pdf>

National Food Security Act 2011
http://nac.nic.in/foodsecurity/nfsb_final.pdf

Protection of Women Against Domestic Violence Act, 2005,
<http://wed.nic.in/wdvact.pdf>

Right to Information Act, 2005,
<http://righttoinformation.gov.in/rtiaact.pdf>

Scheduled Castes and Scheduled Tribes Prevention of Atrocities Act, 1989
<http://tribal.nic.in/writereaddata/linkimages/poaact989E4227472861.pdf>

Scheduled Tribes and Other Traditional Forest Dwellers (Recognition of Forest Rights) Act 2006,
<http://tribal.gov.in/writereaddata/mainlinkFile/File1033.pdf>

The Minimum Wages Act, 1948,
<http://www.ilo.org/dyn/travail/docs/623/Minimum%20Wages%20Act%201948.pdf>

The Persons with Disabilities (Equal Opportunities, Protection of Rights, Full Participation) Act, 1995,
http://bhind.nic.in/Sparsh_disability%20act%201995.pdf

The Right of Children to Free and Compulsory Education Act, 2009
<http://www.delta.org.in/form/rte.pdf>

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The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Bill, 2012,
http://164.100.24.219/BillsTexts/LSBillTexts/PassedLoksabha/144C_2010_LS_Eng.pdf
Criminal Law Amendment Act, 2013
mha.nic.in/pdfs/TheCriminalLaw030413.pdf

Suggested exercises for students

- 1) Discuss the debates around any recent Ordinance, Bill or Act in Parliament.
- 2) How to file an FIR? In case there has been a theft in the neighborhood how would you file the first Hand Information Report?
- 3) Under what circumstances can detention and arrest become illegal?
- 4) Discuss any contemporary practice or event that violates the equality and protection against discrimination laws.
- 5) Your friend has shared with you an incident of unwelcome verbal remarks on her by a person of higher authority in your college, what would you do?
- 6) Visit any nearby construction site and talk to the workers about their daily wage. Find out the minimum wage in your area for such construction work. Make an assessment of the awareness among the workers about their minimum wages and the law related to it.
- 7) You have seen a lady in your neighbourhood being beaten up by her husband. Identify the concerned Protection Officer in case you want to provide information about this incident.
- 8) Read the Vishakha Guidelines as laid down by the Supreme Court and the Act against sexual harassment at the workplace. Discuss what constitutes sexual harassment and the mechanisms available for its redressal in your institution.
- 9) What is the procedure to file an RTI?
- 10) You bought a product from a nearby shop which was expired, the shop keeper refused to return it. Use your knowledge of Consumer Protection Act to decide what you do next?
- 11) Do you think the provisions of Forest Rights Act (FRA) address the question of gender equality?
- 12) What must you keep in mind as a consumer while making a purchase that may later help you make use of Consumer Protection Act? (Hint- Should you ask for a Bill?)
- 13) In your surroundings have you witnessed any incident that would be considered offensive under the SC and ST Act? Make a class room presentation on it.
- 14) After reading the Disabilities Act, discuss in your classroom, whether the differently abled people in your college are able to exercise the rights and facilities guaranteed under the law.
- 15) Discuss the procedure for issuing a job card under MNREGA.
- 16) You have read the rural job guarantee scheme under MNREGA. Do you think that there is a need for similar guarantee scheme in urban areas? Discuss with your classmates.

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Communicative English (04 Credits)

Course Outcomes:

- After the completion of the course, students will be able to:
- Communicate effectively
- Use the knowledge to work on multidisciplinary teams
- Use the knowledge to mediate between technology/business and a common audience
- Extend their knowledge of contemporary issues.

Unit I: Reading/ Listening

- How to Read
- Practical Reading with comprehension of a Play, Story, Essay, Poem
- How to listen: Practical Listening

Unit-II: Dimensions of Spoken English

- Vowel, Consonant
- Phonetic Sounds
- Common Errors
- Idioms & Phrases
- Stress & intonation

Unit III: Speaking

- How to speak (pronunciation, accent, and vocabulary building etc., with a person-
- Language in situation, in a group, in public, in a meeting.
- Critical thinking, speaking and writing

Unit-IV: Presentation Technique

- Theme Presentation
- Role Play
- Paper Presentation
- Biodata/Curriculum Vitae (CV) and Resume Writing
- Report Writing, Letter writing and Application

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पाठ्य सहगामी स्नातक पाठ्यक्रम
(Co-curricular UG Course)

संस्कृतप्रबोधः
(SANSKRITPRABODH)

Semester 1

Credits: 04

Course outcome

- विद्यार्थी संस्कृत भाषा के सामान्य ज्ञान से अवगत होगा।
- विद्यार्थी संस्कृत के महत्व से परिचित होगा।
- विद्यार्थी संस्कृतनिष्ठ लेखन में दक्ष होगा।
- विद्यार्थी में संस्कृत संभाषण की क्षमता विकसित होगी।

प्रथम इकाई Unit 1

संस्कृतव्यवहारः

(संस्कृतदैनन्दिनव्यवहारः, व्यावहारिकशब्दाः)

द्वितीय इकाई Unit 2

संस्कृतवाक्यविवेकः

(कर्तृवाच्यपरिचयः, शब्दरूप-परिचयः - राम, हरि, गुरु, पितृ, (पुल्लिंग) लता, मति, नदी, मातृ (स्त्रीलिंग)
फलम् (नपुंसक) तत् सर्वनाम (त्रिषु लिंगेषु) अस्मद्, युष्मद्)

तृतीय इकाई Unit 3

संस्कृतवाक्यप्रयोगः

(संस्कृतधातुपरिचयः - कृ, भू, अस्, पठ्, गम्, लभ्, सेव्, यज् - पञ्च-लकारेषु)


चतुर्थ इकाई Unit 4

संस्कृतकथावबोधः

(हितोपदेशस्य कथाद्वयम् - कथामुखम्, व्याघ्रसुवर्णकङ्कणकथा)

संस्तुत ग्रन्थ

1. रचनानुवाद कौमुदी- डॉ. कपिलदेव द्विवेदी, विश्वविद्यालय प्रकाशन, वाराणसी।
2. हितोपदेश- चौखंबा प्रकाशन, वाराणसी।
3. संस्कृतप्रभा-डॉ. कपिल देव द्विवेदी, उत्तर प्रदेश संस्कृत संस्थान, लखनऊ।
4. अनुवाद कला- श्री चारुदेव शास्त्री, मोतीलाल बनारसीदास, वाराणसी।
5. संस्कृत स्वयं शिक्षक - श्रीपाद दामोदर सातवलेकर, राजपाल एंड सन्स, दिल्ली
6. शब्दधातुचन्द्रिका - राजेश्वर शास्त्री मूसलगांवकर, चौखंबा संस्कृत संस्थान, वाराणसी।
7. शब्दरूपकौमुदी - राजेश्वर शास्त्री मूसलगांवकर, चौखंबा संस्कृत संस्थान, वाराणसी।
8. अनुवाद चन्द्रिका - डॉ. ब्रह्मानन्द त्रिपाठी, चौखंबा सुरभारती प्रकाशन, वाराणसी।
9. संस्कृत व्यवहार साहस्री- संस्कृत भारती, नई दिल्ली।


08/09/2022

मधुसूदीपसिंह -
8-9-22

A. K. S. S. S.
8/9/22

Gaurav Singh
8/9/22

S. S. S.
8/9/22

S. S. S.
8/9/22

CO-CURRICULAR COURSE- SEMESTER-I

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

T4/PO

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

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

UNIT I –MATHURA

Kankali Tila

Sonkh

Janmabhumi

UNIT II – VARANASI

Ghats

Vishvanath Temple

Other temples - Manas Temple, Bharat Mata Mandir

UNIT III – SARNATH

Main Temple

Stupas- Dhamekha, dharmarajika and Chaukhandi Stupa

Site Museum

UNIT IV – SRASVASTI

Kacchi Kuti

Pakki Kuti

Monasteries (General features) & Shobhnath temple

Books Recommended :

- Growse, F. S., *Mathura : a district memoir*, 1993

- Sharma, Aruna, *History of Mathura(200 BC-300AD)*, 2006

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Meenita
9.9.2022

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9/9/2022



CO-CURRICULAR

SEMESTER- I

UNDERSTANDING WEST AND SOUTH-EAST ASIA (19TH - 20TH CENTURY)

(04 CREDITS)

Unit – I (Military)

1. Importance and Use of Military
2. Branches of Military – Army and Naval Forces

Unit-II (Literature)

1. Literature in West Asia
2. Literature in South-East Asia

Unit-III (Sports and Games)

1. Sports and Games in West Asia
2. Sports and Games in South-East Asia

Unit- IV (Folk Culture)

1. Festivals, Dances, Music in West Asia
2. Festivals, dances and Music in South East Asia

Reference Books:

- (i) Smyth David, The Canon in Southeast Asian Literature: Literatures of Burma, Cambodia, Indonesia, Laos, Malaysia, Phillipines, Thailand and Vietnam, January 2016, Routledge.
- (ii) Knapp A. Bernard, History and Culture of Ancient Western Asia and Egypt, Wadsworth Publishing Company, 1988

Study Links:

- (i) Khadduri Majid, The Role of the Military in Middle East Politics, The American Political Science Review, <https://www.jstor.org/stable/1952036>
- (ii) Music of West Asia: Tones, Drones, Instruments and Characteristics <https://tinyurl.com/yc7u2ye4>
- (iii) Best Performing Traditional Arts in South East Asia, <https://www.silverkris.com/inspiration/arts-culture/heritage/best-traditional-performance-arts-south-east-asia/>

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Sankar
W. H. S.
A. R.

(Co-Curricular I @ 4Credits)

Sem.1

CC1: Essence of Good Governance

- Concept & Relevance of Good Governance
- Evolution of Good Governance
- Stakeholders of Participation in Public Governance
- Consensus Orientation in Public Governance
- Accountability in Public Governance
- Transparency in Public Governance
- Responsiveness in Public Governance
- Effectiveness and Efficiency in Public Governance
- Equity and Inclusivity in Public Governance
- Rule of Law as Fundamental Principal of Public Governance
- Ethical Governance: Meaning, Features & Significance; Ethical Values in Public Governance.
- Event Governance: Meaning, Importance and Types of Event Management, Event Planning.

Recommended Books

CO-CURRICULAR COURSE
Yoga: Theory and Practice

A Glimpse of the Course:

During the course, we focus on experiential learning and application of Indian Yoga philosophy. The teachings in the yogic tradition of the ancient Vedic scriptures, are imparted in modern way, so as to make it relevant and conducive in the present times.

Proposed Syllabus:
Duration: 6 Months

Credits: 4

UNIT I:

Yoga: Concept and Development; Meaning and Definition of Yoga; Indian Philosophy and Yoga, Misconceptions; Physical, Mental and Spiritual health and Yoga; Metaphysical background of Yoga Philosophy.

UNIT II:

Concept of Citta, Cittavritti and Chittabhumi, Concept of Abhyasa and Vairagya; Concept of Klesa's, Concept and attributes of Ishwar (God); Root cause of Ignorance.

UNIT III:

Introduction of Astang Yoga; Concept of Yama, Niyama and their usefulness
Concept of Asana, Pranayama and their Practices, SuryaNamaskar.

UNIT IV:

Concept of Pratyahara, Dharana, Dhyan and Samadhi; Concept of Samyama and Siddhis, Concept of Vivek khyati, Nature of Kaivalya.

Suggested Readings :

1. M. N. Dwivedi (Tr.) : Patanjali's Yogasutra, Adyar, 1947.
2. Ganganatha Jha (Tr.) : Patanjali's Yogasutra with Vyasa's Bhasya, and Vacaspati Mishra's Tattvavaisaradi, Bombay, 1907.
3. J.S. Woods (Tr.) : Patanjali's Yogasutra with Vyasa's Bhasya, and Vacacaspasi Mishra's Tattvavaisaradi, Delhi, 1996.
4. Sirendranath Dasgupta : The Study of Patanjali, Calcutta, 1920.
5. Sri aurobindo : The Syathesis of Yoga.

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Prasanna

PAPER : CO-CURRICULAR COURSE
TITLE OF THE PAPER : ENVIRONMENT AND SUSTAINABLE DEVELOPMENT
CREDIT : 4

COURSE OUTCOME :

After Completion of the Course Students will be able –

- To know the concept of sustainability.
- To know reasons of environmental degradation.
- To know ways to conserve environment.
- To understand concept of Yoga and its connect with environment

Unit-I

Conservation of Environment

Defining biodiversity, Types of biodiversity conservation, In- situ conservation, Ex- situ conservation, Types of Forests, Deforestation, Endangered Species, Threats to biodiversity, Strategies for conservation of biodiversity.

UNIT-II

Environmental Issues

Climate Change, Carbon trading, Global Warming, Ozone layer Depletion, Air Pollution, Water Pollution, Plastic Pollution, Solid Waste Management, Melting Ice Caps, Rising of Sea, Agriculture and Urbanization

UNIT-III

Sustainability and Development

Meaning of Development, Defining Sustainability, History of sustainable development, Approaches to Sustainable development: Appraisal of the Environment, Estimation of the Environmental Impact, Natural Resource Accounting, Government Policies and Economic Outlook, Relationships among the environment, economy and society, SDGs

UNIT-IV

Yoga and Environment Sustainability

Understanding Yoga sutras, Ecological consciousness, Traditional knowledge on Environment, Understanding various asanas and their connect with environment, Eco Karma, Sustainable food model, Importance of Prana, Planting of trees

REFERENCES:

1. Rangrajan Mahesh, Environmental Issues in India, Pearson
2. Sen Raj Kumar and Kartik. C. Roy, Sustainable Economic Development and Environment: India and Other Low Income Economies, Atlantic Publishers
3. Sahdev Seema and Manish Kumar, Environment and Sustainable Development: A Geographical Appraisal, Concept Publishing Company
4. Iyengar B.K.S, Light on the Yoga Sutras of Patanjali, Element edition
5. Casper J.K. (2010) Changing Ecosystems: Effects of Global Warming. Infobase Pub. New York.
6. UNEP (2007) Global Environment Outlook: GEO4: Environment for Development, United Nations Environment Programme, University Press, Cambridge.
7. Wright R. T. and Boorse, D. F. (2010) Toward a Sustainable Future, PHI Learning Pvt Ltd, New Delhi.

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Prashant
08.09.2022

Prashant
08.09.2022

Prashant
08/09/2022

-प्रथम सेमेस्टर (सह पाठ्यक्रम)

Course Code: HIN-101CC-1

Credit:4

विषय :-व्यावहारिक हिन्दी

Course outcome: इस प्रश्न पत्र के अध्ययन से विद्यार्थियों को हिन्दी भाषा और साहित्य के व्याकरणिक अनुप्रयोगों के साथ-साथ रचनात्मक भावबोध का सम्यक रूप से ज्ञान प्राप्त होगा।

इकाई- I

- अपक्षि
● गद्यांश का अवबोध एवं प्रश्नोत्तर
चपक्षि
● पद्यांश का अवबोध एवं प्रश्नोत्तर

इकाई- II

- संक्षेपण / सार लेखन
- भाव- पल्लवन

इकाई- III

- शब्द ज्ञान एवं प्रयोग-
- (i) संज्ञा (ii) वचन (iii) कारक (iv) सर्वनाम (v) विशेषण (vi) क्रिया (vii) अवयव (viii) उपसर्ग एवं प्रत्यय (ix) विलोम शब्द (x) पर्यायवाची शब्द (xi) अनेकार्थी शब्द (xii) समानार्थक शब्द (xiii) तत्सम एवं तद्भव / देशज-विदेशी- शब्द भंडार (xiv) शब्द शुद्धि (xv) वाक्यांश के लिए एक शब्द

इकाई- IV

- संधि, समास, लोकोक्ति एवं मुहावरे, वाक्य रचना
- अर्थ बोध, हिन्दी भाषा के प्रयोग में होने वाली अशुद्धियाँ

अशुद्धियाँ

सहायक ग्रंथ सूची:

1. हिन्दी शब्द सामर्थ्य- कैलाशचन्द्र भाटिया
2. शैक्षिक व्याकरण और व्यावहारिक हिन्दी -डॉ. कृष्ण कुमार गोस्वामी
3. हिन्दी की मानक वर्तनी - कैलाशचन्द्र भाटिया / रचना भाटिया
4. हिन्दी शब्द- अर्थ- प्रयोग- डॉ. हरदेव बाहरी

26/08-2022
29/08/22

10/08
29/8

29/8/22

29/8/22

29/8/2022

29/8/22

29/8/22

29/8/22

Holistic Health and Happiness

Course Objective: The objective of this course is to enhance the level of understanding of the students about holistic health specifically in terms of indigenous knowledge. To help the students to understand the importance of thoughts in affecting the body and thereby the level of holistic health and happiness.

Course Outcome: The learners will develop skills of managing health at different levels. They would become spiritually oriented not only in their own lives but also to contribute in their interpersonal relationship, society and community. They will learn the strategies of managing their negative thoughts and enhancing the level of emotional intelligence with the practice of meditation. They will understand how western knowledge of psychological concepts can be supplemented by Indian Spiritual heritage.

Unit I- Introduction

- Concept, Dimensions of health: Physical, Mental, Social, Spiritual, Environmental.
- Energy Wheels in body: The Seven Chakras, Impact of thoughts on body: Strategies for Holistic Health and Spiritual Life Style.
- Happiness in Positive Psychology, Hedonic and Eudemonic happiness.

Unit II- Understanding Positive Living

- Causes of Happiness: Heritability, Personality and Environmental basis.
- Stress free living: Causes, Symptoms and types of Stress, Management of stress and anger.
- Benefits of meditation, Power of soul connectedness.

Unit III- Excellence in life

- Relationships and Happiness, Stages of Relationships in family life cycle.
- Managing thoughts and emotions: Positive Thinking and its benefits
- Emotional Intelligence (EI), Goleman's Model of EI, Strategies for enhancing EI.

Unit IV-Positive Change

- Strengths to bear on opportunities and challenges.
- Stages of change, The change processes.
- Self- help strategies for Positive change.

References:

- CarrAlarr (2004): Positive Psychology, Routledge.
- Snyder C. R. & Shane, J. Lopez (2007): Positive Psychology, Sage.
- Baumgardeners, S. & Crothers, M. (2015): Positive Psychology, Pearson.
- Haidt, J. (2006). The Happiness Hypothesis: finding Modern Truth in Ancient Wisdom, Basic Books Group, New York..
- https://www.google.co.in/books/edition/Positive_Psychology/ac4IJUIDRVUC?hl=en&gbpv=1&printsec=frontcover.
- Handbook-of-positive-psychology-Snyder-Lopez/b081e3c2009e9743ef11f8024902a4c834b7b51f
- https://books.google.co.in/books/about/Positive_Psychology.html?id=LwTLCgAAQBAJ&redir_esc=y
- <https://www.happinesshypothesis.com/chapters.html>

P. Pradhan
13/9/2021

A. Anand
14/09/2021

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B. Bhatnagar
13.9.2021

Meghad Singh
13/9/2021

पाठ्य सहगामी स्नातक पाठ्यक्रम
(Cocurricular U.G. Course)
व्यावहारिक-संस्कृतम्

कोर्सआउटकम

04 क्रेडिट्स

1. विद्यार्थी संस्कृत भाषा के सामान्य ज्ञान से अवगत होगा।
2. विद्यार्थी संस्कृत के महत्त्व से परिचित होगा।
3. विद्यार्थी संस्कृतनिष्ठ लेखन में दक्ष होगा।
4. विद्यार्थी संस्कृत के नीतिशास्त्र तथा कर्तव्यबोध के साथ भारतीय संस्कृति से अवगत होगा।
5. विद्यार्थी में संस्कृत सम्भाषण की क्षमता विकसित होगी।

प्रथम इकाई (Unit Ist)

संस्कृत भाषा के सामान्य तत्त्व

(संस्कृतवर्णमाला, स्वर, व्यंजन, अनुस्वार, संज्ञा, क्रिया, विभक्ति, पुरुष, वचन तथा काल)

द्वितीय इकाई (Unit II)

संस्कृतव्याकरण का सामान्य ज्ञान

(उपसर्ग, कृत्य, प्रमुखकृत, स्त्री तथा मत्वर्थीय प्रत्यय, कारक, सन्धि तथा समास)

तृतीय इकाई (Unit III)

संस्कृत के व्यावहारिक आयुष्म

(संस्कृत में सामान्य अनुवाद, लघु-निबन्ध लेखन तथा पत्र-लेखन)

चतुर्थ इकाई (Unit IV)

संस्कृत के शास्त्रीय आयाम

नीतिशातक श्लोक 01 से 25

श्रीमद्भगवद्गीता अध्याय 2 श्लोक 01 से 25

संस्तुतग्रन्थ

1. लघुसिद्धान्त कौमुदी-धरानन्द शास्त्री, मोतीलाल बनारसीदास, दिल्ली
2. लघुसिद्धान्त कौमुदी-महेश सिंह कुशावाहा-रामलाल कपूर ट्रस्ट, दिल्ली
3. संस्कृत व्याकरण प्रवेशिका-डॉ० बाबू राम सकसेना-चौखम्बा संस्कृत संस्थान, वाराणसी
4. बृहद् अनुवाद चन्द्रिका-चक्रधर नौटियाल हंस-मोतीलाल बनारसी दास, दिल्ली
5. नीतिशातकम्-भृर्तहरि, चौखम्बा संस्कृत संस्थान, वाराणसी
6. श्रीमद्भगवद्गीता-गीता प्रेस, गोरखपुर, उ०प्र०
7. संस्कृतनिबन्धशातकम्-डॉ० कपिलदेव द्विवेदी, विश्व विद्यालय प्रकाशन, वाराणसी
8. प्रबन्धरत्नाकर-डॉ० रमेशचन्द्र शुक्ल, चौखम्बा विद्याभवन, वाराणसी
9. संस्कृत स्वयं शिक्षा, श्रीपाद दामोदर सातवलेकर, राजपाल एंड सन्स, दिल्ली

आन्तरिक मूल्यांकन

संस्कृत में अनुवाद, पत्रलेखन, श्लोकवाचन तथा संस्कृत सम्भाषण

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A. K. Sathya 13.9.21

ESSENTIALS OF PHYSICAL EDUCATION

Credit: 04

T-04/P

Course outcomes:

- ✓ To know the origin and development of physical education and sports.
- ✓ Students consider others to build connection, establish values or accomplish shared goals.
- ✓ Utilizing ideas, strengths, knowledge and abilities to foster an inclusive environment.
- ✓ Develop and sustain healthy and meaningful relationships with others.

UNIT-I

- ✓ Meaning and Definition of Physical Education
- ✓ Need and Importance of Physical Education
- ✓ Scope of Physical Education
- ✓ Misconception about Physical Education

UNIT-II

- ✓ Basic Concept of Games and Sports
- ✓ Basic Concept of Individual Sports, Team Sports and combat Sports
- ✓ Basic Concept of Indigenous Game
- ✓ Basic Concept of Minor and Major Game

UNIT-III

- ✓ Role of Physical Activities in growth and development of an individual
- ✓ Age and Sex differences in relation to physical activities and sports
- ✓ Meaning, definition and importance of Recreation
- ✓ Recreation in communities

UNIT-IV

- ✓ Meaning, definition, importance and types of Warming Up
- ✓ Meaning, definition, importance of Conditioning
- ✓ Meaning of Physical Fitness and factor affecting it
- ✓ Intramural and Extramural (Merits and demerits)

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Co-Curricular (CC1)

Credit 4

Living Arab World

UNIT-I

Geographical Conditions of Arabia.

UNIT-II

Modern Arab States.

UNIT-III

Arab Organisations.

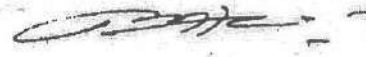
UNIT-IV

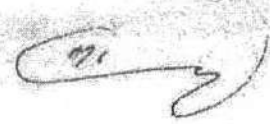
Sources of Income: Oil, Industries, Agriculture, GDP, PCI, Currencies

Books Recommended:


- Younus Nagrami; Nayee Arab Duniya
- William L. Clene; A History of Modern Middle East
- Justin Marozzi; Islamic Empires

11-11-2021
Dr. Ayaz Ahmad Islahi
Coordinator
Department of Arabic
University of Lucknow
Lucknow





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11/11/2021

INTRODUCTION TO GENDER STUDIES

Credits: 04

Course Objectives: Gender studies is an interdisciplinary field of study which focuses the phenomenon of gender. The study of gender helps students to broaden their understanding of gender identity and culture, the intersection of gender with race and ethnicity, class and sexuality. To introduce basic concepts relating to gender and to provide logical understanding of gender roles.

Course Outcome: The study of this course will facilitate the students to develop the knowledge about equal society and to analysis of all activity from a gender perspective. They will be able to learn about the various aspect of gender related issues. Gender has become a very important word in discussions on development.

Unit 1: Introduction - Towards a more equal society

- Sex and Gender; Types of Gender
- Gender Roles and Gender Division of Labour
- Gender Stereotyping and Gender Discrimination
- Definition and Understanding of Masculinities

Unit 2: Gender Perspectives of Body - Progressive Initiatives

- Patriarchy and Gender
- Biological and Socio-Cultural Perspectives of body
- Images of Women in Sports, Arts, Entertainment and Fashion Industry
- Women and work: unpaid, underpaid and casual work

Unit 3: Gender and Education & Violence - Progressive Initiatives

- Gender disparity in education
- Gender bias in school curriculum
- Definition of violence and gender-based violence
- Forms of violence against women in family (Denial of reproductive rights, Female Genital Mutilation (FGM), Female foeticide and infanticide, Dowry harassment and death, Wife battering, Denial of access to resources, Child abuse, Neglect, torture, humiliation)

Unit 4: Women's Health & Political Participation - Progressive Initiatives

- Socio-Economic Inequality and Women's Health
- Gender Responsive Health Care Services
- Gender Imbalance in Political Representation in Parliament and Legislative Assembly
Political Women Leaders in Panchayati Raj Institutions (PRIS)
- Factors Affecting Women's Participation in Local Governance

Aashi Anwar
4-10-21

Rakesh Chandra

Semester I. Co-Curricular

Paper Name : Practice of Yogasana

Course Objectives:

The subject entitled 'Yogasana' has the following objectives:-

1. Students of the UG course will have an understanding about meaning, Aims and Objective of Yoga and Yogasana.
2. They will have an idea about types and techniques of Yogasana practice.
3. They will develop an understanding about Indian cultural heritage.
4. They will have an understanding about remedial, Meditational, and physical effects of various yogasana practice.

Unit-1 : Introduction of Yogasana

Meaning and concept of Yogasana, Aims and objectives of Yogasanas, Scientific and Philosophical aspects of Yogasanas, Importance of Yogasanas. Benefits, Precautions and Scientific Effects of Yogasanas.

Unit-2: General requirements and precautions of Yogasana Practice

Yogic Dincharya, Ritucharya, Yogic Diet, Cloth, Place, Timing for practice, Precautions, Physical and Mental conditions for Practice.

Practical Portion:

Standing and Sitting Posture:

Standing Posture: Tadasana, Vrikshasana, Urdhva-Hastottanasana, Ardha Chakrasana, Pada Hastasana, Trikonasana.

Sitting Posture: Padmasana, Siddhasana, Vajrasana, Singhasana, Gomukhasana, Virasana, Paschimotanasana..

Prone and Supine Posture:

Prone Posture:- Bhujangasana, Sarpasana, Shalabhasana, Dhanurasana, Makrasana, Balakasana.

Supine Posture:- Uttanpadāsana, Pawanmuktasana, Sarvangasana, Halasana, Karnpidasana, Vipritkarni Mudrasana.

Shatkarma: Neti, Nauli, Dhauti, Basti, Kapal Bhati, Trataka.

Pranayama: Anulom-Vilom, Bhastrika, Sheetli and Bhramari.

Reference Books:

1. Swami Dharendra Brahamachari : Yogasana Vijnana, Dharendra Yoga Publications, New Delhi.

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Rakesh Chaudhary
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2. Swami Kuvalyananda: Asana Kaivalyadhama, Lonavla.
3. Swami Satyananda Saraswati: Asana, Pranayama, Bandha, Mudra Bihar School of Yoga, Munger.
4. Basavaraddi, I.V & others: Yogasana: A Comprehensive description about Yogasana, MDNIY, New Delhi, 2011.
5. Lyengar, B.K.S.: Light on Yoga, Harper Collins Publishers.
6. Tiwari O.P.: Asana Why and How, Kaivalyadhama, Lonavla, Pune.



Shivakata



Rakesh
Chandra

~~B.A. Semester I~~

Co - Curricular course

~~(2021-2022)~~

Introductory Persian

Credit. 04

Course outcome:

After Completion of this course, the students will be able to:

- Know the Persian Alphabet and Phonology.
- Know basic grammar of Persian.
- Understand different types of sentences.

Unit-I: Introduction to Persian Alphabet and Phonology.

Unit-II: Singular, Plural Numbers.

Unit-III: Noun, Pronoun, adjective.

Unit-IV: Subject, object, adverb.

Books Prescribed:

1- AZFA, Vol- I, II By Yadaullah Samarah.

2- Daura-e-Amozeshe Zaban-e-Farsi, Vol- I, II By Zarghamiyan.

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Semester 1

CC1: PERSONALITY DEVELOPMENT AND GROOMING

Total Session: 40

Course outcomes: The objective of this course is to familiarize the students with the conceptual background, theories and techniques of Personality and teaches the basic techniques of how an organization manages and develops its people .

UNIT I

Introduction to Personality: Meaning, Significance, Functions and Objectives. Theories of Personality. Types of Personality. Personality Disorders- types, causes, symptoms and their treatment .

UNIT2

Communication Skills and Personality Development. Team Building. Leadership Skills. Body Language and interpersonal communication. Strategies to enhance communication.

UNIT 3

Personality Development- Building self esteem, self confidence. Time Management and Efficient Planning. Stress Management – Meaning, types, coping measures. Self Acceptance, Self Growth. Conflict Management. Steps in grooming student personality.

UNIT 4

Business Etiquettes and table manners. Public Speaking. Interviews and Group Discussions. Telephone Conversations. Business Meetings. Morality and Ethics.

References:

1. Personality Development by Rajiv K. Mishra, Rupa&Co.
2. Dynamics of Behaviour by Pooja Sharma&J. Agarwal by Books River Publication.
3. Sharma, P. (2019). *Soft Skills: Personality Development for Life Success*. BFB publications.
4. Vaughn, G. R., & Roth, C. B. (1947). *Effective personality building*. McGraw-Hill Book Company.

Communicative Urdu

Unit-1

- (الف) اردو حروف کی پہچان
 اردو حروف تہجی، حروف تہجی کی شکلیں، اعراب
 (ب) حروف کے نام اور ان کی آوازیں

Unit-2

- (الف) لفظ کی ابتدا، درمیان اور آخر میں حروف کی ذیلی شکلیں
 (ب) حروف کو جوڑنا
 دو حرفی الفاظ، سہ حرفی الفاظ، چار حرفی الفاظ

Unit-3

- (الف) جملے بنانا
 دو لفظی جملے، تین لفظی جملے، چار لفظی جملے، چھوٹے جملے
 (ب) روزمرہ کی اشیاء
 دن اور مہینے، پھل اور سبزیاں، گھرا اور گھریلو اشیاء

Unit-4

- (الف) تذکیر و تانیث، واحد اور جمع، متضاد الفاظ، مترادف الفاظ
 (ب) اسم، ضمیر، صفت، فعل، قاعل

کتب برائے مطالعہ

۱۔ آڈ اردو سیکھیں:

۲۔ اردو سیکھیں:

۳۔ اردو دو ہفتے میں:

گوپی چند نارنگ

پروفیسر خالد سعید

نصیر احمد خان

Shobhan Rizvi
10-09-2021

A.R. Nazki
10-9-2021

HEAD
Dept. of Urdu
Lucknow University

Co-Curricular Course

Paper Name: Vedic Mathematics

Pre-requisites: Mathematics in Class 12

Vedic Arithmetic: Multiplication- Ekadhikenpurven method (multiplication of two numbers of two digits), Ekununenpurven method (multiplication of two numbers of three digits), Urdhvatiragbhyam method (multiplication of two numbers of three digits), Nikhilam Navtashchramam Dashtaha (multiplication of two numbers of three digits), Combined Operations. Division- Nikhilam Navtashchramam Dashtaha (two digits divisor), Paravartya Yojyet method (three digits divisor), Divisibility- Ekadhikenpurven Method (two digits divisor), Eknunenpurven method (two digits divisor), LCM and HCF, Power- Square and Cube of two digit numbers, Square root of four digit numbers and Cube root of six digit numbers.

Vedic Algebra: Multiplication (Quadratic expressions of single variable)- Urdhvatiragbhyam Method, Combined Operations, Division (Divisor: Linear expression of single variable), Factorization (Quadratic expression of single variable), Solution of linear simultaneous expressions.

Vedic Geometry: Concept of Baudhayana Number (BN) - BN of an angle, Multiplication of a constant in a BN, BN of complementary angles, BN of sum and difference of an angle, BN of half angle. Trigonometry- Definitions of trigonometric ratios, Trigonometric Identities. Coordinate Geometry - Different forms of straight lines. Complex Numbers- Multiplication, Division and Square root.

Contribution of Indian Mathematicians: Aryabhata, Brahmagupta, Mahavira Acharya, Varahmihir, Bhaskaracharya, Madhava, Parmeshvara, Baudhayana

Recommended Books:

1. Vedic Mathematics, Motilal Banarsi Das, New Delhi.
2. Vedic Ganita: Vihangama Drishti-1, Siksha Sanskriti Uthana Nyasa, New Delhi.
3. Vedic Ganita Praneta, Siksha Sanskriti Uthana Nyasa, New Delhi.
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