

GOVERNMENT GENERAL DEGREE COLLEGE, KALNA-I

Department of Philosophy

COURSE STRUCTURE UNDER CCFUP (NEP 2020)

FOR

Semester-II

**B.A. 4 YEAR UG HONOURS WITH PHILOSOPHY MAJOR AND EDUCATION / HISTORY/
BENGALI / SANSKRIT AS MINOR**

Sl. No.	Course Name	Paper
1	Major/DS Course	Outlines of Philosophy: Indian and Western – II Code: PHIL2011
2	Skill Enhancement Course (SEC)	Environmental Ethics Code: PHIL2051
3	Minor Course	Educational : EDUC2021 Educational Psychology (If you choose Education as your 2 nd Minor) or History : HIST2021 HISTORY OF INDIA (550 CE to 1206 CE) (if you chose History as your 2 nd Minor) or Bengali : BENG 2021 বাংলা সাহিত্যের ইতিহাস: প্রাচীন ও মধ্যযুগ (if you chose Bengali as your 2 nd Minor) or Sanskrit : SANS2021 Sanskrit Drama (if you chose Sanskrit as your 2 nd Minor)
4	Multidisciplinary Course	Computer Science Paper Name: Introduction to Internet Paper Code: COMP 2032
5	Ability Enhancement Course (AEC)	Functional English Paper code: AEV2041
6	Value Added Course (VAC)	Health & Wellness, Yoga Education, Sports & Fitness Paper code: CVAC2061

B.A. 3 YEARUG WITH PHILOSOPHY MAJOR AND EDUCATION / HISTORY MINOR

Sl. No.	Course Name	Paper
1	Major/DS Course	Outlines of Philosophy: Indian and Western – II Code: PHIL2011
2	Skill Enhancement Course (SEC)	Environmental Ethics Code: PHIL2051
3	Minor Course	Educational : EDUC2021 Educational Psychology (If you study Education as minor in your 1st sem) or History : HIST2021 HISTORY OF INDIA (550 CE to 1206 CE) (if you study History as minor in your 1st sem)
4	Multidisciplinary Course	Environmental Science PAPER CODE: ENVSC 2031 [ENVSC] Biodiversity Conservation & Ecotourism
5	Ability Enhancement Course (AEC)	Functional English Code: AEV2041
6	Value Added Course (VAC)	Health & Wellness, Yoga Education, Sports & Fitness Code: CVA2061

Philosophy Major

Course Code: PHIL2011

Outlines of Philosophy: Indian and Western—II, Full Marks: 75

Learning Outcome:

The theories of truth, error and testing of validity and invalidity of Indian tradition will give the skill of comparative study and potentialities of theorization. Gadādhara Bhaṭṭācārya's Theory of Objectivity (Viśayatā-vāda) and Nyāya's the Theory of Extrinsic validity and invalidity Parataḥ (Pramāṇyavāda) and also its opposite Theory of Intrinsic Validity (Svataḥ Pramāṇya-vāda) is the foundational epistemic theory. Similar is the case when it comes to Pūrva Mīmāṃsā's theory of knowledge its hermeneutics in their possible interpretative values in the light of epistemic oriented western hermeneutics etc. The student will be mastering the empiricist systems of Locke, Berkeley and Hume which is foundational change in philosophical tradition and growth of Kant's critical philosophy and Hegel's dialectical interpretation of being. This will be based on the creative and critical study of the texts, which is an intellectual training in itself.

Unit	Topic	No of Lecture
Unit 1	Detailed Introduction: <ul style="list-style-type: none"> • Nyāya–Vaiśeṣika: Nyāya Epistemology : pratyakṣa, anumāna, upamāna and śabda; Vaiśeṣika Metaphysics : saptapadārtha, paramāṇuvāda 	20
Unit 2	<ul style="list-style-type: none"> • Sāṃkhya and Yoga: satkāryavāda, pañcaviṃśatitattva, tattvapariṇāma, prakṛti and its guṇas, notion of puruṣa, bahupuruṣavāda, citta, cittabhūmi, cittavṛtti, cittavṛtтинirodha and īśvara 	10
Unit 3	<ul style="list-style-type: none"> • Descartes : Method of Doubt, Cogito Ergo Sum, Criterion of Truth, Classification of Ideas, Interactionism, Substance 	8
Unit 4	<ul style="list-style-type: none"> • Spinoza : The Doctrine of Substance, Attributes and Modes, Parallelism, Degrees of Knowledge, Determinism and Freedom • Leibniz : Monadology and Pre-established Harmony, Truths of Reason and Truths of Fact, Theory of Knowledge 	12

Suggested Readings:

- M. Hiriyanna: Outlines of Indian Philosophy.
- Sāyana Mādhavācārya: Sarvadarśanasamgraha.
- S. C. Chatterjee & D. M. Dutta: An Introduction to Indian Philosophy.
- Haridas Bandyopadhyay: Bhāratīya Darśaner Marmakathā.
- F. Copleston: A History of Philosophy [Vols. I, IV, V, & VII].
- W. T. Stace: A Critical History of Greek Philosophy.

References:

- C. D. Sharma : A Critical Survey of Indian Philosophy
- J. N. Mohanti : Classical Indian Philosophy
- Satyajyoti Chakraborty (ed. & Bengali. tr.): Sarvadarśanasamgraha
- Niradbaran Chakraborty : Bhāratīya Darśan

- Deepak Kumar Bagchi :Bhāratīya Darśan
- Debabrata Sen :Bhāratīya Darśan
- Pradyot Kumar Mandal :Bhāratīya Darśan
- Karuna Bhattacharya : Nyaya-Vaiśeṣik Darśan
- Kanakprabha Bandyopadhyay :Sāṁkhyapātañjala darśan
- Tarakishor Sharma Choudhury :Pātañjaladarśan
- Gobindagopal Mukhopadhyay :Yoger Kathā : Patañjalir Dṛṣṭite
- Purnachandra Vedanta Chunchu :Pātañjal Darśan
- Rajat Bhattacharya : SāṁkhyakārikāoSāṁkhyatattvakaumudi
- Srikanta Samanta : Bharatiya Darśansāstrer Ruprekha
- B. Russell : A History of Western Philosophy
- Y. Masih : A CriticalHistory of Western Philosophy
- R. Falckenberg : History of Modern Philosophy
- Anders Wedberg : A History of Philosophy, Vol.-I & II 11
- Tom Sorell & G. A. J. Rogers (ed.): Analytic Philosophy and History of Philosophy
- Niradbaran Chakraborty : Pāścātya DarśanerItihās (Plato, Aristotle)
- Sushanta Chakraborty: PāścātyaDarśanerItihās
- Chandrodoy Bhattacharya: Pāścātya Darśaner Itihās
- Tarak Chandra Das :Pāścātya Darśaner Itihās, (Vol.-I, II & III)

Education Minor

Course Code: EDUC2021 Course: Educational Psychology

Full Marks: 75

Course Objectives:

1. Develop a comprehensive understanding of the field of educational psychology, including its meaning, nature, and scope.
2. Explore the relationship between education and psychology, and how psychological principles can inform educational practices.
3. Familiarize with the various research methods used in educational psychology and develop skills in conducting educational research.
4. Understand the concept of growth and development and its significance in the context of child development.
5. Identify and analyze the different stages of child development, including infancy, childhood, and adolescence.
6. Examine the various aspects of child development, including physical, intellectual, emotional, and social aspects.
7. Gain knowledge about personality development and understand the factors that influence its development.
8. Explore different approaches to understanding personality, such as types and traits.
9. Recognize and appreciate the individual differences among learners and understand their implications for education.
10. Gain insights into the concept of intelligence, including its definition, theories, and assessment methods.

Unit	Topic	No of Lecture
Unit I	<ul style="list-style-type: none"> • Educational Psychology: Meaning, Nature and Scope • Relation between Education and Psychology. • Methods of Educational Psychology. 	10
Unit II	<ul style="list-style-type: none"> • Growth and Development: Meaning and Concepts. • Stages of Development of a Child: Infancy, Childhood and Adolescence. • Aspects of Child Development : Physical, Intellectual, Emotional, Social 	10
Unit III	<ul style="list-style-type: none"> • Personality: Concept and definition. • Development of Personality. • Types and Traits Approaches to Personality. • Individual Differences: Concepts and Types. • Causes of Individual Differences. 	15
Unit IV	<ul style="list-style-type: none"> • Intelligence: Concept and Definition. • Theories of intelligence: Two-factor, Group-factors and Structure of Intellect. • Intelligence Test: Verbal, Non-verbal test and their uses. 	10
Unit V	<ul style="list-style-type: none"> • Learning: Meaning & Nature. • Factors associated with learning. • Theories of Learning: Trial & Error, Classical conditioning and Gestalt theory of learning. • Learning relation to; Attention, Interest, Maturation and Motivation. 	15

Suggested Reference:

Gutek, Gerald L. (2009). New Perspectives on Philosophy and Education. New Jersey, USA: Pearson.

V.R. Taneja: Educational Thoughts & Practice. Sterling Publication Pvt. Ltd. New Delhi.

Ozman, Howard A., & Craver, Samuel M. Philosophical Foundation of Education. Boston, USA: Allyn & Bacon.

Wingo. G. Max. Philosophies of Education New Delhi: Sterling Publishers.

Subject: History (Minor)

Course Code: HIST 2021

Course Title: HISTORY OF INDIA (From 550 C.E to 1206 C.E) Full Marks 75

Course Objectives: From this course students will learn and analyze about the transition from historic century's upto the Early Medieval India. They will be able to delineate changes in the realm of polity and culture; Puranic religion; the growth of vernacular languages and newer forms of art and architecture.

Unit	Topic	No of Lecture
Unit 1	Emergence of New Powers and the Age of Decentralisation : Decline of the Gupta Power and the emergence of new powers in the 2 nd half of the 6th Century C.E Pushyabhuti Dynasty and Kanyakubja – State, Society and Culture during the period of Harsha. Maukharis of Kanauj Sasanka, the King of Gauda – Political achievements and administration.	15
Unit 2	Decentralisation and emergence Regional Powers: North-Western India: Dynasties of Kashmir – Arab invasion of Sindh – Shahi dynasty of Punjab – Their Political and Cultural achievements. North-Eastern India : Anarchy in Bengal after Sasanka – The Palas – The Senas – Dynasties of Kalinga – their Political and Cultural achievements	15
Unit 3	Emergence of Regional Powers in Central and Northern India : Origin of the Rajputs : Various theories – Pratiharas –Gahadavalas – Chahamanas – Chandella – Kalachuri – Paramara –their political and cultural achievements	10
Unit 4	Regional Powers of the Deccan and South India : Chalukyas of Vatapi – Origin – History – Art and Architecture Rashtrakutas of Manyakheta – History – interference in North Indian politics – Religion – Art and architecture Pallavas of Kanchi – History – Art and Architecture Cholas of Tanjore – History – Administration – Art and Architecture	10
Unit 5	Decline of Rajputs and north India until 1206 CE: Tripartite Struggle Fall of Rajput Power and the coming of the Arabs and Turks Culture of Pre- Medieval India Society and Religion till 12th century Architecture, Sculpture and paintings till 1206 CE	10

Suggested Readings:

- R.C.Majumdar, H.C.Raychaudhuri, K.K.Datta , An Advanced History of India
- R.C.Majumdar and A.D Pusalkar (ed.), The History of Indian People, Vol V & VI
- K.A.Nilkanta Sastri, History of South India (From Pre-historic times to the Fall of Vijaynagar), OUP, 1955
- A.K.Majumdar, A Concise History of Ancient India, Vol I (1977) and Vol.II(1980),Delhi
- B.D.Chattopadhyaya, The Making of Early Medieval India, Delhi, 1994
- R.S.Sharma, Early Medieval Indian Society – A study in Feudalisation, Calcutta, 2001
- Romila Thapar, A History of India, Vol I, Harmondsworth, 1974
- Upinder Singh, A History of Early Medieval India, From Stone Age to Early Medieval India
- Chattopadhyay, Rupasree: Gourio Sanskriti Bikha

Subject: Bengali (Minor)

Course Code: BENG2021

Course Title: বাংলা সাহিত্যের ইতিহাসঃ প্রাচীন ও মধ্যযুগ Full Marks 75

Course Objectives: এই কোর্সের উদ্দেশ্য হল বাংলা ভাষা ও সাহিত্যের প্রাগৈতহীন কালের ধারাবাহিক ইতিহাস সম্পর্কে শিক্ষার্থীদের অবহিত করা এই কোর্সের মাধ্যমে শিক্ষার্থী বাংলা সাহিত্যের প্রাচীন ও মধ্যযুগের বাংলা সাহিত্য সম্পর্কে সামগ্রিক ধারণা লাভের পাশাপাশি প্রাচীন মধ্যযুগের বাংলা সাহিত্যের প্রধান প্রধান ধারা প্রধান প্রধান কাব্য ও প্রতিনিধি স্থানীয় কবি অবলিক সাহিত্যিকদের পরিচয় লাভ করবে, এই কোর্সটি পড়ার ফলে শিক্ষার্থী বাংলা সাহিত্যের প্রাচীন ও মধ্যযুগের লক্ষণ বৈশিষ্ট্য কবি ও কাব্য সম্পর্কে সামগ্রিক ধারণা লাভ করল

Unit	Topic	No of Lecture
Unit 1	বাংলা সাহিত্যের ইতিহাসের যুগবিভাগ সংক্রান্ত ধারণা, প্রাচীন ও আদি-মধ্যযুগের বাংলা সাহিত্য(চর্যাগীতি, শ্রীকৃষ্ণকীর্তন), অনুসারী সাহিত্য(রামায়ণ-মহাভারত)	15
Unit 2	চৈতন্যজীবনী ও বাংলা সাহিত্যে চৈতন্য প্রভাব (বৃন্দাবনদাস, কৃষ্ণদাস কবিরাজ), বৈষ্ণব পদাবলি ও তার প্রধান প্রধান কবি (বিদ্যাপতি, চণ্ডীদাস, গোবিন্দদাস, জ্ঞানদাস)	15
Unit 3	মনসামঙ্গল, চণ্ডীমঙ্গল ও ধর্মমঙ্গলের কাহিনী পরিচয় ও প্রধান প্রধান কবি (বিজয়গুপ্ত, কেতকাদাস, ক্ষেমানন্দ, মুকুন্দ চক্রবর্তী, ঘনরাম চক্রবর্তী) শিবায়ন (রামেশ্বর ভট্টাচার্য), ভারতচন্দ্রের কাব্য পরিচয় ও অন্নদামঙ্গল কাব্য	15
Unit 4	প্রণয়োপাখ্যান(আলাওল, দৌলত কাজী), নাথধর্ম ও সাহিত্যের সংক্ষিপ্ত পরিচয়, ময়মনসিংহ গীতিকা, শক্তিসাধনা ও শাক্তসাহিত্য (রামপ্রসাদ কমলাকান্ত)	15

Subject: Sanskrit (Minor)

Course Code: SANK2021

Course Title: Sanskrit Drama, Full Marks 75**Distribution of Marks: 60 (Theory) + 15 (Internal)****Course Objectives:**

- Students will require to analyse the creations of great dramatist like Bhāsa, Aśvaghoṣa, Kālidāsa, Śūdraka, Viśākhadatta, Śrīharṣa, Bhavabhūti, Bhaṭṭanārāyaṇa etc.
- Students will have to analyze the inner message of the drama Abhijñānaśakuntalam.

Unit	Topic	No of Lecture
Unit 1	History of Sanskrit Literature (Drama) - Bhāsa, Aśvaghoṣa, Kālidāsa, Śūdraka, Viśākhadatta, Harṣadeva, Bhavabhūti, Bhaṭṭanārāyaṇa, Rājśekhara, Murāri, Jayadeva, Śrikrṣṇa Miśra)	40
Unit 2	Abhijñānaśakuntalam	20

SUGGESTED READINGS:

- Saṃskṛtasāhityetiḥāsa by Ramchandra Mishra, Chowkhamba Vidyabhawan.
- Saṃskṛta Sāhityer Itihāsa by Dhirendranath Bandyopadhyay, Paschimbanga Rajya Pustak Parsat.
- Saṃskṛta Sāhityer Itivṛtta by Gopendu Mukhopadhyay, United Book Agency.
- A History of Sanskrit literature by S.K. Dey & S. N. Dasgupta, The University of Calcutta.
- A History of Indian literature by M. Winternitz, The University of Calcutta.
- A Concise History of Sanskrit literature by Gourinath Sastri.
- History of classical Sanskrit literature by M. Krishnamachariar, MLBD.
- Saṃskṛta Vāṅmayasya Itihāsa by Dhirendranath Bandyopadhyay, Sanskrit Pustak Bhandar.
- Saṃskṛta Sāhitya kā Itihāsa (in Hindi) by Vacaspati Gairola, Chowkhamba, Vidya Bhawan .
- Abhijñānaśakuntalam of Kālidāsa by Anil Chandra Bose (Ed.), Sanskrit Book Depot.
- Abhijñānaśakuntalam of Kālidāsa edited by Satya Narayana Chakraborty, Sanskrit Pustak Bhandar.
- Abhijñānaśakuntalam of Kālidāsa edited by R. M. Bose, Modern Book agency Pvt. Limited.
- The Abhijñānaśakuntalam of Kālidāsa edited by M. R. Kale, MLBD.
- Śakuntalātattva by Chandranath Basu, Sanskrit Pustak Bhandar.

**Multidisciplinary Course
Environmental Science
(if you opt for 3 year UG Programme)
Multi/Interdisciplinary courses
Credit: 03
45 Hours Full Marks 50
Course Code: ENVSC 2031**

COURSE TITLE: NATURAL RESOURCES & SUSTAINABLE DEVELOPMENT

Course objectives

- Concept of biodiversity
- Factors affecting biodiversity
- Understanding the major conservation policies
- Getting knowledge on ecotourism with home-stay tourism approach

Learning outcome (After completion of this unit students would be able to:

- Understand the concepts of biodiversity and conservation
- Understand the factors impacting biodiversity loss in India and the World
- Major conservation strategies taken in India
- Ideas on ecotourism with special emphasis on home-stay tourism

Unit	Topic	No of Lecture
Unit -1	<ul style="list-style-type: none"> • Biodiversity & its distribution Definition & Concept of biodiversity, levels and types of biodiversity; Biodiversity in India and the world; Biodiversity hotspots and Mega diversity countries 	15
Unit -2	<ul style="list-style-type: none"> • Threats to biodiversity Types & causes of biodiversity loss - Land use and Land cover changes, commercial exploitation of species, invasive species, fire, disaster and climate change 	10
Unit -3	<ul style="list-style-type: none"> • Conservation policies Importance & major policies – in situ and ex situ conservation; Major protected areas; National & International instruments for biodiversity conservation; Role of traditional knowledge for conservation; Community-based conservation, concept of Zoo management 	10
Unit -4	<ul style="list-style-type: none"> • Tourism & Leisure Types of Tourism; Ecotourism – Concept, Growth and Developments; Impacts and management of ecotourism; Home stay tourism 	10

Suggested readings for Environmental Science (SEM I & II)

1. Gore, A. 2009. Our Choice: A Plan to Solve the Climate Crisis, Rodale Books
2. Girardet, H. 2007. Surviving the Century: Facing Climate Chaos and Other Global Challenges, Earth Scan
3. Plimer, I. 2005. Heaven and Earth: Global Warming – The Missing Science, Connor Court Publishing.
4. Thunberg, G. 2022. The Climate Book, Penguin Random House.
5. World Meteorological Organization (2012). Greenhouse Gas Bulletins.
6. Lawson, N. 2008. An Appeal to Reason: A Cool Look at Global Warming, Overlook Duckworth (UK).

7. Cambridge University (2013). Climate Change: Action, Trends and Implications for Business. IISD, UNITAR & UNEP (2009).
8. IEA Training Material: Vulnerability and Climate Change Impact Assessment for Adaptation.
9. IPCC (2013). Climate Change 2013. The Physical Science Basis - Summary for Policymakers.
10. OECD (2009): Guidance on Integrating Climate Change Adaptation into Development Co-operation. 11. UNEP (2009). Climate Change Science Compendium
12. UNEP (2009). Climate in Peril, a Popular Guide to the Latest IPCC Report.
13. UNFCCC (2008). Compendium on Methods and Tools to Evaluate Impacts of, and Vulnerability and Adaptation to, Climate Change.
14. UNFCCC (2006). UNFCCC Handbook.
15. World Bank Report (2012). Turn Down the Heat.

Computer Science
(if you opt for 4 year UG Hons. Programme)
Multi/Interdisciplinary courses
Credit: 03
45 Hours Full Marks 50
Course Code: COMP 2032

COURSE TITLE: INTRODUCTION TO INTERNET

COURSE OBJECTIVE

This course is intended to teach the basics involved in publishing content on the World Wide Web. This includes the 'Language of the web' – html and the fundamental principles of how the internet and the web function.

COURSE LEARNING OUTCOMES

on successful completion of the course, students will be able to:

- i. discuss elementary internet concepts and history.
- ii. make a successful internet connection.
- iii. demonstrate simple principles of internet protocol (ip) addressing.
- iv. use and customize a web browser.
- v. comprehend the basics of the internet and web terminologies.

Unit	Topic	No of Lecture
Unit -1	<ul style="list-style-type: none"> • Evolution of Internet, concept of Intranet and Internet, Applications of Internet, Types of • Connectivity such as dial – up, leased, VSAT. etc., Internet Server and Clients module in various Operating • Systems. 	5
Unit -2	<ul style="list-style-type: none"> • Usenet and Internet Relay Chart Introduction to World Wide Web: Evolution of WWW, Basics Features, • WWW Browsers, WWW servers, HTTP & URL 's. 	5
Unit -3	<ul style="list-style-type: none"> • WWW Browsers: Basic features, Bookmarks, history. Progress indicators, Personalization of Browsers, • Printing displayed pages and forms, Saving Web pages, Netscape Communicators, Internet Explorer, • Search and Downloads. 	5
Unit -4	<ul style="list-style-type: none"> • Search Engines: Technology overview, Popular Search Engines. • How to register a website in search engine. 	5
Unit -5	<ul style="list-style-type: none"> • Internet Security: Overview of Internet Security threats, Firewalls, Introduction to AAA 	5
Unit -6	<p>HTML:</p> <ul style="list-style-type: none"> • Unit-I: Introduction • Unit-II: The Basics <ul style="list-style-type: none"> o The Head, the Body o Colors, Attributes o Lists, ordered and unordered • Unit-III: Links <ul style="list-style-type: none"> o Introduction o Relative Links, Absolute Links o Link Attributes o Using the ID Attribute to Link Within a Document • Unit-IV: Images <ul style="list-style-type: none"> o Putting an Image on a Page o Using Images as Links o Putting an Image in the Background 	20

	<ul style="list-style-type: none">• Unit V: – Tables	
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- o Creating a Table
- o Table Headers
- o Captions
- o Spanning Multiple Columns
- o Styling Table

Suggested Reference:

1. Internetworking with TCP/IP – by D.E.Comer, PHI
2. Introduction to HTML and CSS -- O'Reilly

Ability Enhancement Course (AEC)

FUNCTIONAL ENGLISH

Course Code: ENGL2041

Course Credit: 2 Course Lecture Hours: 30 Full Marks: 50**Course Objective:**

The importance of functional English at the present moment cannot be over-emphasized. Recognizing this importance, the course seeks to acquaint students with the various uses of English in today's world, with particular focus on developing one's conversational and writing skills together with the ability to comprehend English speech and writing.

Course Outcome:

Besides developing the student's ability to comprehend the English that one hears and reads, the course will also enhance the student's skills at using English in speech and in various forms of writing. Thus, the course shall fulfil to a large extent an intensely felt need in today's professional world.

Unit	Topic	No of Hours
Unit I	What is functional English? (LH: 1) Aims and objectives of functional English (LH: 1) Functional English and formal English/ literary English (LH: 1) Types and modes of Communication (LH: 1) Language of communication (LH: 1) Conversational skills (LH: 1) Verbal and Non-verbal communication(LH: 1) Personal, social and business communication (LH: 1) Understanding English language films, songs, documentaries, news bulletins, sports commentaries (LH: 4) Comprehension skills (LH: 2) Paraphrasing difficult passages (LH: 2) Analysis and Interpretation (LH: 1) Writing for classified advertisements (LH: 2) Using idioms and phrases (LH: 2) One-word substitution (LH: 1) Figures of speech: simile, metaphor, irony, personification, hyperbole (LH: 3) Reading online content (LH: 1) George Bernard Shaw: "Spoken English and Broken English" (LH: 4)	30 Hours

Skill Enhancement Course (SEC)
Code: PHIL 2051
Environmental Ethics
Full marks 50

Course Objectives:

To gain a critical understanding of the scientific and ethical principles relevant to contemporary environmental and conservation problems, emphasizing the intersection of science and society; • To acquire analytical skills necessary for the study and communication of complex scientific and societal problems in the environmental realm; • To develop the ability to make informed and well-reasoned arguments about the ethical dimensions of environmental problems in the public arena.

Unit	Topic	No of Lecture
Unit-I	• Nature & Scope of Environmental Ethics, Intrinsic and Instrumental Values	10
Unit-II	• Anthropocentrism, Non-Anthropocentrism	20
Unit-III	• Tagore's Understanding of Nature	15

Texts:

- Peter Singer: Practical Ethics
- R. Attfield: The Ethics of Environmental Concern
- Barbour: Western Man and Environmental Ethics
- R. Elliot : Environmental Ethics
- Rabindra Nath Thakur: "Tapoban" in Santiniketan - (Pratham Khanda)
- Rabindra Nath Thakur: Raktakarabi

References:

- Kaliprasanna Das: Pribesh Darsan (Manabkendrikatabad o Priposhok Unnyan)
- Dikshit Gupta: Nitishastra
- Santosh Kumar Pal: Samakalin Pribesh-Nitishastrer Ruprekha
- Samrendra Bhattacharya: Byabaharik Nitibidya
- Sanjeeb Ghosh o Peeyushkanti Ghosh: Nitibidya (Tattva o Prayog)

Value Added Course (VAC)
Course Code: CVA2061, FM 100

COURSE TITLE: HEALTH & WELLNESS, YOGA EDUCATION, SPORTS AND FITNESS

Unit	Topic	No of Hours
Unit I : Concepts of Wellness and Illness	Concept of health (Modern and Ancient View); Concept of Wellness and Illness (Modern and Ancient View); Concept of Body (Pancha Kosha according to Taittiriya Upanisada); Potential causes of illness according to Yoga Vasishta- Concept of Adhi and Vyadhi and their consequences on the body	<i>15 Hours</i>
Unit- 2: Yogic Concept on Holistic Health	Total Human Development through Yogic practices for Pancha Kosha (Annamaya Kosha, Pranamaya Kosha, Manomaya Kosha, Vijnanamaya Kosha and Ananda Maya Kosha) and its integration with Ashtanga Yoga of Patanjali.	<i>15 Hours</i>
Unit- 3: Yoga as Preventive Health Care	Concept of stress according to modern science and yoga; Stress as the cause for illness; Role of Yoga in Stress Management: Holistic approach of catering to moderation in eating (yogic Diet), Sleeping (rhythm of the nature), Working (the sense of duty as per BG), Entertainment (moderation), Change in life style;	<i>15 Hours</i>
Unit-4 (Practical) : Asana	Pranayama: Anulome-Vilome, Suryabhidana, Chancrabhedana, Ujjai, Sitali Meditation: A-U-M Meditation, Yog Nidra	<i>30 Hours</i>

Reference Books:

1. Ajith 'Yoga Pravesh' Rastrotana Paruhad Bangalore.
2. Bachelor of Sports Management Syllabus (Revised) 2008.
3. B. C. Rai Health Education and Hygiene, Published by Prakashana Kendra, Lucknow.
4. B.K.S. Iyenger 'Yoga The Path of Holistic Health', Dorling Kindersley, Delhi 2001.
5. Dixit Suresh (2006) Swasthya Shiksha Sports Publication, Delhi.
6. Puri, K. Chandra, S.S (2005) Health and Physical Education, New Delhi, Surjeet Publication.
7. A Text Book on Physical Education & Health Education Fitness, Wellness and Nutrition, Dr. A. K. Uppal, Dr. P. P. Ranganathan.
8. Warner W. K. Oeger & Sharon A. Hoeger, Fitness & Wellness, Morton Publishing Co., 1990
9. Robert Malt. 90 day Fitness Plan, D. K. Publishing, Inc. 95, Madison Avenue, New York 2001.